Psychology 1 Course Guide
2014-2015

(PSYL08001/PSYL08007/PSYL08008)

Course Organiser:
Dr Richard Shillcock (r.shillcock@ed.ac.uk)

Teaching Coordinator:
Mark Horne (psych1tf@staffmail.ed.ac.uk)

Course Secretary:
Fiona Graham (fgraham@ed.ac.uk)

Contents
1. Course Aims and Objectives
2. Intended Learning Outcomes
3. Lecture Times and Locations
4. Lecture Content
5. Readings
6. PPLS Undergraduate Student Handbook
7. Tutorials
8. Assessment Information
9. Learn
10. Useful Information
   10.1 BPS accreditation
   10.2 Careers Service
   10.3 PsychPALS
   10.4 Help desk
   10.5 Tier 4 students
11. Extended Common Marking Scheme

School of Philosophy, Psychology and Language Sciences
University of Edinburgh
1. Course Aims and Objectives
The course aims to provide a general introduction to the academic discipline of psychology. It covers the Psychology of Memory, Language and Thinking, Social Psychology, Developmental Psychology, Biological Psychology, Research Methods, Differential Psychology and the Psychology of Perception.

Course objectives and transferable skills:
- **Knowledge and understanding** of psychological concepts, theories and findings will be acquired through lectures, tutorials, real-world activities, and your reading. Assessment will be through a degree examination in Semester 1, a degree examination in Semester 2, and two essays written for the tutorial class.
- **Academic writing skills** will be developed through the course essays, which are written for, and assessed by, your tutor.
- **Oral communication skills** will be developed through participation in tutorial discussions.
- **Research design, data analysis and statistical skills** will be developed through the Research Methods lectures.

2. Intended Learning Outcomes
On completion of each section of the lecture course, students should be able to:
- Define key psychological concepts and illustrate them with relevant examples.
- Understand basic theoretical questions and arguments.
- Outline the types of research methods used in addressing these questions.
- Summarise some classic and some recent findings.
- Discuss how these findings relate to theoretical questions and arguments.

The skills that students should develop during a degree in Psychology are listed below. This forms part of the programme specifications for Psychology degrees, which are available at: http://www.drps.ed.ac.uk/14-15/
- Knowledge and understanding of psychological theories, concepts, research paradigms and research findings, and the ability to make links to the relevant historical background
- Research skills, including statistical and other data analysis skills, which will equip you to contribute to psychological knowledge
- An awareness of applications and implications of psychological theories and research
- The ability to think critically and creatively about theoretical, empirical and applied issues and their interrelationships
- An appreciation of the diverse, wide-ranging nature of psychology and an ability to make links between different areas of the discipline
- An understanding of how psychology relates to other disciplines
- Active-learning skills and transferable skills (e.g. study skills, information retrieval skills, information technology skills, communication skills, groupwork skills).
Attendance by ALL students at University classes, lectures, tutorials etc

The University expects all students to attend all their University classes, lectures and tutorials etc, whether or not these are described as “compulsory” by the School. This includes participating fully in the requirements of all courses, including submitting assignments, contributing to tutorials and workshops or laboratories, attending meetings with Personal Tutors and sitting examinations.

Your attendance will be monitored by the School, so that staff can help you to manage your progress through the courses. We will do this so we can be quickly alerted to any additional pastoral or academic support needs any student might require, and so that the School can provide advice, guidance or support in a timely and useful manner.

3. Lecture Times and Locations

Lectures: Mon/Wed/Fri, 11.10am-12.00 noon, David Hume Tower, Lecture Theatre A

<table>
<thead>
<tr>
<th>Semester 1 Week</th>
<th>Date</th>
<th>Topic</th>
<th>Lecture</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 M</td>
<td>15/9/14 INTRODUCTION</td>
<td></td>
<td>Richard Shillcock</td>
</tr>
<tr>
<td></td>
<td>W 17/9/14</td>
<td>Differential psychology</td>
<td>1</td>
<td>Ian J Deary</td>
</tr>
<tr>
<td></td>
<td>F 19/9/14</td>
<td>Differential psychology</td>
<td>2</td>
<td>IJD</td>
</tr>
<tr>
<td></td>
<td>2 M</td>
<td>22/9/14 Differential psychology</td>
<td>3</td>
<td>IJD</td>
</tr>
<tr>
<td></td>
<td>W 24/9/14</td>
<td>Differential psychology</td>
<td>4</td>
<td>IJD</td>
</tr>
<tr>
<td></td>
<td>F 26/9/14</td>
<td>Differential psychology</td>
<td>5</td>
<td>IJD</td>
</tr>
<tr>
<td></td>
<td>3 M</td>
<td>29/9/14 Differential psychology</td>
<td>6</td>
<td>IJD</td>
</tr>
<tr>
<td></td>
<td>W 1/10/14</td>
<td>Differential psychology</td>
<td>7</td>
<td>IJD</td>
</tr>
<tr>
<td></td>
<td>F 3/10/14</td>
<td>Hypnosis research and applications in Psychology</td>
<td>1</td>
<td>Marios Kittenis</td>
</tr>
<tr>
<td></td>
<td>4 M</td>
<td>6/10/14 Cognitive Neuroscience: From Neuron to Consciousness</td>
<td>1</td>
<td>Dave Carmel</td>
</tr>
<tr>
<td></td>
<td>W 8/10/14</td>
<td>Cognitive Neuroscience</td>
<td>2</td>
<td>DC</td>
</tr>
<tr>
<td></td>
<td>F 10/10/4</td>
<td>Cognitive Neuroscience</td>
<td>3</td>
<td>DC</td>
</tr>
<tr>
<td></td>
<td>5 M</td>
<td>13/10/14 Cognitive Neuroscience</td>
<td>4</td>
<td>DC</td>
</tr>
<tr>
<td></td>
<td>W 15/10/14</td>
<td>Cognitive Neuroscience</td>
<td>5</td>
<td>DC</td>
</tr>
<tr>
<td></td>
<td>F 17/10/14</td>
<td>Cognitive Neuroscience</td>
<td>6</td>
<td>DC</td>
</tr>
<tr>
<td></td>
<td>6 M</td>
<td>20/10/14 Cognitive Neuroscience</td>
<td>7</td>
<td>DC</td>
</tr>
<tr>
<td></td>
<td>W 22/10/14</td>
<td>Research methods</td>
<td>1</td>
<td>Tom Booth</td>
</tr>
<tr>
<td></td>
<td>F 24/10/14</td>
<td>Research methods</td>
<td>2</td>
<td>TB</td>
</tr>
<tr>
<td></td>
<td>7 M</td>
<td>27/10/14 Research methods</td>
<td>3</td>
<td>TB</td>
</tr>
<tr>
<td></td>
<td>W 29/10/14</td>
<td>Research methods</td>
<td>4</td>
<td>TB</td>
</tr>
<tr>
<td></td>
<td>F 31/10/14</td>
<td>Research methods</td>
<td>5</td>
<td>TB</td>
</tr>
<tr>
<td></td>
<td>8 M</td>
<td>3/11/14 Research methods</td>
<td>6</td>
<td>TB</td>
</tr>
<tr>
<td></td>
<td>W 5/11/14</td>
<td>Research methods</td>
<td>7</td>
<td>TB</td>
</tr>
<tr>
<td></td>
<td>F 7/11/14</td>
<td>Social psychology</td>
<td>1</td>
<td>Sue Widdicome</td>
</tr>
<tr>
<td></td>
<td>9 M</td>
<td>10/11/14 Social psychology</td>
<td>2</td>
<td>SW</td>
</tr>
<tr>
<td></td>
<td>W 12/11/14</td>
<td>Social psychology</td>
<td>3</td>
<td>SW</td>
</tr>
<tr>
<td></td>
<td>F 14/11/14</td>
<td>Social psychology</td>
<td>4</td>
<td>SW</td>
</tr>
<tr>
<td></td>
<td>10 M</td>
<td>17/11/14 Social psychology</td>
<td>5</td>
<td>SW</td>
</tr>
<tr>
<td></td>
<td>W 19/11/14</td>
<td>Social psychology</td>
<td>6</td>
<td>SW</td>
</tr>
<tr>
<td></td>
<td>F 21/11/14</td>
<td>Social psychology</td>
<td>7</td>
<td>SW</td>
</tr>
</tbody>
</table>

EXAMINATION PERIOD: 8-19 DECEMBER 2014
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Lecture</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M 12/1/15</td>
<td>Meta theoretical issues in psychology</td>
<td>1</td>
<td>Richard Shillcock</td>
</tr>
<tr>
<td></td>
<td>W 14/1/15</td>
<td>Language and thinking</td>
<td>1</td>
<td>Martin Pickering</td>
</tr>
<tr>
<td></td>
<td>F 16/1/15</td>
<td>Language and thinking</td>
<td>2</td>
<td>MP</td>
</tr>
<tr>
<td>2</td>
<td>M 19/1/15</td>
<td>Language and thinking</td>
<td>3</td>
<td>MP</td>
</tr>
<tr>
<td></td>
<td>W 21/1/15</td>
<td>Language and thinking</td>
<td>4</td>
<td>MP</td>
</tr>
<tr>
<td></td>
<td>F 23/1/15</td>
<td>Language and thinking</td>
<td>5</td>
<td>MP</td>
</tr>
<tr>
<td>3</td>
<td>M 26/1/15</td>
<td>Language and thinking</td>
<td>6</td>
<td>MP</td>
</tr>
<tr>
<td></td>
<td>W 28/1/15</td>
<td>Language and thinking</td>
<td>7</td>
<td>MP</td>
</tr>
<tr>
<td></td>
<td>F 30/1/15</td>
<td>Perception</td>
<td>1</td>
<td>Rob McIntosh</td>
</tr>
<tr>
<td>4</td>
<td>M 2/2/15</td>
<td>Perception</td>
<td>2</td>
<td>RMI</td>
</tr>
<tr>
<td></td>
<td>W 4/2/15</td>
<td>Perception</td>
<td>3</td>
<td>RMI</td>
</tr>
<tr>
<td></td>
<td>F 6/2/15</td>
<td>Perception</td>
<td>4</td>
<td>RMI</td>
</tr>
<tr>
<td>5</td>
<td>M 9/2/15</td>
<td>Perception</td>
<td>5</td>
<td>RMI</td>
</tr>
<tr>
<td></td>
<td>W 11/2/15</td>
<td>Perception</td>
<td>6</td>
<td>RMI</td>
</tr>
<tr>
<td></td>
<td>F 13/2/15</td>
<td>Perception</td>
<td>7</td>
<td>RMI</td>
</tr>
<tr>
<td>6</td>
<td>M 16/2/15</td>
<td>Innovative learning week*</td>
<td>1</td>
<td>Richard Shillcock</td>
</tr>
<tr>
<td></td>
<td>W 18/2/15</td>
<td>Innovative learning week</td>
<td>1</td>
<td>Nelson Cowan</td>
</tr>
<tr>
<td></td>
<td>F 20/2/15</td>
<td>Innovative learning week</td>
<td>1</td>
<td>Nelson Cowan</td>
</tr>
<tr>
<td>7</td>
<td>M 23/2/15</td>
<td>Perception</td>
<td>8</td>
<td>RMI</td>
</tr>
<tr>
<td></td>
<td>W 25/2/15</td>
<td>Autism case studies</td>
<td>1</td>
<td>Richard Shillcock</td>
</tr>
<tr>
<td></td>
<td>F 27/2/15</td>
<td>Psychology of memory</td>
<td>1</td>
<td>Nelson Cowan</td>
</tr>
<tr>
<td>8</td>
<td>M 2/3/15</td>
<td>Psychology of memory</td>
<td>2</td>
<td>NC</td>
</tr>
<tr>
<td></td>
<td>W 4/3/15</td>
<td>Psychology of memory</td>
<td>3</td>
<td>NC</td>
</tr>
<tr>
<td></td>
<td>F 6/3/15</td>
<td>Psychology of memory</td>
<td>4</td>
<td>NC</td>
</tr>
<tr>
<td>9</td>
<td>M 9/3/15</td>
<td>Psychology of memory</td>
<td>5</td>
<td>NC</td>
</tr>
<tr>
<td></td>
<td>W 11/3/15</td>
<td>Psychology of memory</td>
<td>6</td>
<td>NC</td>
</tr>
<tr>
<td></td>
<td>F 13/3/15</td>
<td>Developmental Psychology</td>
<td>1</td>
<td>Alex Doumas</td>
</tr>
<tr>
<td>10</td>
<td>M 16/3/15</td>
<td>Developmental Psychology</td>
<td>2</td>
<td>AD</td>
</tr>
<tr>
<td></td>
<td>W 18/3/15</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>AD</td>
</tr>
<tr>
<td></td>
<td>F 20/3/15</td>
<td>Developmental Psychology</td>
<td>4</td>
<td>AD</td>
</tr>
<tr>
<td>11</td>
<td>M 23/3/15</td>
<td>Developmental Psychology</td>
<td>5</td>
<td>AD</td>
</tr>
<tr>
<td></td>
<td>W 25/3/15</td>
<td>Developmental Psychology</td>
<td>6</td>
<td>AD</td>
</tr>
<tr>
<td></td>
<td>F 27/3/15</td>
<td>Developmental Psychology</td>
<td>7</td>
<td>AD</td>
</tr>
</tbody>
</table>

**EXAMINATION PERIOD: 27 APRIL – 22 MAY 2015**

*INNOVATIVE LEARNING WEEK* (16-20 February 2015). Normal teaching slots will be suspended and in their place will be a range of other activities such as master classes, a research day, a science fair, and guest lectures. More information will follow nearer the time so please check the School website where details will be available on the PPLS Events page: [http://www.ppls.ed.ac.uk/events/view/innovative-learning-week-16-20-February-2014](http://www.ppls.ed.ac.uk/events/view/innovative-learning-week-16-20-February-2014)
4. Lecture Content

The lectures are the core experience of the course. You must attend all the lectures. You will be listening face-to-face to world experts in the various areas of psychology. The lecturers will provide you with the latest view of research in their field and give you the means to interpret the textbook. They will also provide you with the specific flavour of Edinburgh psychology – Edinburgh’s particular research strengths and the theoretical positions adopted here. The notes you take in the lectures will be your best link with the course when you are revising. The lecture slides will be available online but are not a replacement for your own notes taken during the lecture. The slides may contain only very brief indications of what the lecturer talks about; the only other record of the lecture will be your own notes. Taking detailed notes as a lecture unfolds is one of the key skills you will learn at university. Getting those notes into a more readable shape later in the day of the lecture will help embed the content of the lecture in your memory and will help you revise later in the year.

The lecture slides will usually be available electronically the day before the lecture, but often new content is added very late and we cannot always guarantee the slides will be available as early as this. If English is not your first language it may help to look at the slides before the lecture to familiarise yourself with any unfamiliar technical terms.
Differential Psychology – the psychology of individual differences – describes and explains how and why people differ from each other psychologically. In other words, it is interested in what makes us individuals. The two main topics in differential psychology are personality and intelligence. Differential psychologists also study moods, attitudes, and people’s interests. They study the development of intelligence and personality in children and adults, and how these change with age. This includes the contribution of genetics and environments to differences in intelligence and personality. Differential psychologists are also interested in how intelligence and personality are associated with real life outcomes, such as health, work, and education. These introductory lectures introduce the concepts of personality and intelligence, summarise the history of these topics in psychology, and present findings to demonstrate the current scientific state of the fields. The Psychology Department at the University of Edinburgh contains the largest group of differential psychologists in the United Kingdom:

www.psy.ed.ac.uk/psy_research/differential_psychology_research.php

Lecture No | Lecture
---|---
1 | What is differential psychology? The trait approach to personality 1

2 | The trait approach to personality 2
More on trait models of personality. Causes and consequences of personality traits.

3 | Freud and the psychoanalytic approach to personality
The psychodynamic approach to personality. Freud's structure of mind and personality. Psychoanalytic methods.

4 | Humanistic-phenomenological approaches to personality
The personality contributions of Maslow, Rogers etc.

5 | Behavioural and social-cognitive approaches to personality
The personality contributions of Bandura, Mischel etc.

6 | Intelligence 1
Models of human intelligence differences, past and present.

7 | Intelligence 2
Intelligence testing; causes and consequences of intelligence differences.

Learning outcomes: by the end of this section, students should be able to:
- Understand the material in the lectures and the associated readings.
- Understand key psychological approaches to personality and evaluate them.
- Outline the types of research methods used in different approaches to personality.
- Summarise some relevant studies in personality.
- Understand the various models of intelligence differences that have been suggested.
- Outline the types of research methods used in intelligence.
- Summarise some findings with respect to causes and consequences of intelligence.
Main reference:

Additional reading:
(Especially chapters 10, 11, 13, 15.)
HYPNOSIS RESEARCH AND APPLICATIONS TO PSYCHOLOGY
Dr Marios Kittenis (marioskitteni@staffmail.ed.ac.uk)

Hypnotic procedures can elicit drastic alterations in the subjective experience, behaviour, cognition and physiology of responsive individuals, and understanding the nature of these phenomena has been the subject of intensive interest in Psychology research for many years. Today hypnosis is often effectively applied in a wide range of psychotherapeutic and behavioural medical interventions. The unique capacity of hypnotic suggestions to safely induce a variety of specific and easily reversible manipulations in cognitive processes however, also makes them particularly useful tools in experimental psychology and cognitive neuroscience research. This lecture will introduce some of the main findings of this research.

Learning outcomes:
Following this lecture you will:
- Be familiar with the history and current developments in the scientific study of hypnosis
- Understand how hypnosis and suggestion can be used as means of studying how people perceive, think, and remember
- Have the opportunity to experience a standard hypnotic induction and assess your own susceptibility to hypnosis (which as any human attribute, varies widely in the general population)
- Be able to subsequently participate in a practical laboratory session and conduct an experiment examining how specific hypnotic suggestions can bring about temporary changes in basic psychological processes such as perception, cognition and memory

Main reference:
**COGNITIVE NEUROSCIENCE: FROM NEURON TO CONSCIOUSNESS**

Dr David Carmel (dave.carmel@ed.ac.uk)

<table>
<thead>
<tr>
<th>Lecture No</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>The mind as a biological system</strong>&lt;br&gt;Why do psychologists need to know about the brain? Introduction to the nervous system: From the neurons that are its building blocks to the gross structure of the brain.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Neurophysiology, or how neurons talk to each other</strong>&lt;br&gt;Neural communication: Electrical and chemical signals in the brain; the relation between neural activity, mental states, and behaviour.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Neural computation: Is the brain really like a computer?</strong>&lt;br&gt;Neural networks, neural modeling, and how brain imaging allows us to follow complex functions in the brain.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Deficits and diseases of the brain</strong>&lt;br&gt;How neural activity can go wrong and what brain damage can teach us about the relation between neural structures and psychological functions.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Motivation, hormones and genes</strong>&lt;br&gt;How do the nervous and hormonal systems help us pursue our basic needs? And how do genes influence behaviour?</td>
</tr>
<tr>
<td>6</td>
<td><strong>The brain and the world</strong>&lt;br&gt;How does our nervous system allow us to maintain complex inner lives and intricate social networks?</td>
</tr>
<tr>
<td>7</td>
<td><strong>Consciousness and awareness</strong>&lt;br&gt;How does the brain create consciousness? How do we become aware of the information that enters our senses from the outside world? And does this go wrong in disorders of consciousness?</td>
</tr>
</tbody>
</table>

**Learning outcomes:** By the end of this section, students should be able to:
- Summarise the research methods used to study the brain
- Outline the structure and function of the nervous system
- Discuss the effect of brain damage on behaviour
- Outline the relation between brain activity and psychological functions.
- Discuss biological and environmental influences on behaviour

**References**

The Biological Bases lectures will draw quite widely on the whole Psychology 1 textbook. You should read all of Chapters 2, 3, 4, 8, and 10 (The Methods of Psychology, Neuroscience and Behaviour, Sensation and Perception, Consciousness, and Emotion and Motivation). Additional reading for some specific topics will be given in the lectures.
**Overview:**
The primary aim of this set of lectures is to introduce students to research methods in psychology (and yes, the dreaded statistics!).

<table>
<thead>
<tr>
<th>Lecture No</th>
<th>Lecture</th>
</tr>
</thead>
</table>
| 1          | **It all starts with a question**  
In this lecture I will provide an overview of the research process from an idea and question to published results (and all in between); the role of theory in deciding upon research questions; and formulating our questions as hypotheses. |
| 2          | **Operationalizing Questions: Research Design, Types of Data & Levels of Measurement**  
In this lecture we will discuss the broad types of research design, the identification of independent and dependent variables (IV & DV), and introduce the concept of levels of measurement for variables of interest. |
| 3          | **Describing Data & Frequency Distributions**  
In this lecture, we will continue with levels of measurement by discussing how we can visualize (graphically) and describe (measures of central tendency and dispersion) the frequency distributions of measured variables. |
| 4          | **Introducing Probability & Probability Distributions**  
In this lecture I will introduce the concepts of probability theory and discuss probability distributions. We will consider the simple case of a discrete binomial distribution before discussing the workhorse of statistics – the normal distribution. |
| 5          | **Statistical Significance Testing**  
In this lecture we will discuss null hypothesis significance testing (NHST). NHST is the primary approach to statistical testing in much of psychology, but it is not without its critics. We will discuss the basic principles of significance testing, and what it means to find our results are statistically significant. |
| 6          | **Statistical Tests (1): Correlation**  
In this lecture we will discuss correlation as the primary measure of association between variables. We will discuss the calculation of correlations for different types of data and talk about what we can and cannot conclude from the presence of a correlation. We will also briefly discuss the correlation as the basis of a large body of other statistical tests of association and prediction. |
| 7          | **Statistical Tests (2): t-Tests**  
In this lecture we will discuss the comparison of means, specifically, the t-test. Again, we will discuss the calculation of the statistics and how the principle of means comparison extends into a wide range of other statistical procedures. |
Learning Outcomes: By the end of this section, students should;
- Understand the broad approach to conducting psychological research.
- Understand the difference between levels of measurement (nominal, ordinal, and ratio) and types of variables (IV, DV).
- Be able to recognise different types of study design (observational/experimental; associations/group differences).
- Understand the inter-relation between the types of question being asked, research design, measurement of variables and the statistical tests applied.
- Understand the basic elements of probability.
- Understand the basics of distributions and how to summarize them.
- Understand the structure of hypothesis tests.

Main Reference:

OPTIONAL Reading:
The following two papers present general discussions of statistical issues by a leading figure in social science methodology. These papers are more technical than the other reading and so are optional. However, I encourage you to look these over, even if everything is not clear yet.


Things to watch:
Here a number of links to interesting videos related to all things statistical. These are not purely for psychology, but I think they show the power of numbers, and how important the ability to understand and summarise data can be in many diverse areas of life. The videos do not tie directly to specific lectures, but I encourage you to take some time to watch them.

TED Talks
Why we should learn statistics!
http://www.ted.com/talks/arthur_benjamin_s_formula_for_changing_math_education

This set of talks demonstrates the power of data visualization for sharing the results of research with lay audiences.
http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen

Statistics are all around us, and so is the need for interpretation and understanding of what those statistics are telling us. People however are surprisingly bad at understanding statistical concepts (even scientists). This misunderstanding is the topic of this talk.
http://www.ted.com/talks/peter_donnelly_shows_how_stats_fool_juries
SOCIAL PSYCHOLOGY
Dr Sue Widdicombe (s.widdicombe@ed.ac.uk)

<table>
<thead>
<tr>
<th>Lecture No</th>
<th>Lecture</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Self in the Social World</td>
<td>How do we know ourselves? Self-knowledge and self-awareness; culture and self; self-motives; self-esteem; self-presentation and impression management.</td>
</tr>
<tr>
<td>2</td>
<td>Social Cognition and Social Thinking</td>
<td>Social schemata and the construction of reality, the role of preconceptions, belief perseverance and memory, and heuristics in social judgements; application to clinical judgements and drivers’ behaviour.</td>
</tr>
<tr>
<td>3</td>
<td>Social Influence</td>
<td>Why and when do people conform; minority influence and social change; why and when people obey; how Milgram’s insights have been applied in the real world.</td>
</tr>
<tr>
<td>4</td>
<td>People in Groups</td>
<td>How do groups influence our behaviour? Social facilitation, social loafing and deindividuation. How do groups influence decision making? Group polarisation, group think and brainstorming.</td>
</tr>
<tr>
<td>5</td>
<td>Understanding Crowd Behaviour</td>
<td>How do people ‘act as a crowd’, for example, during riots or demonstrations? Is crowd behavior irrational behavior? How can we study crowd behavior? How can social psychological work on crowds be applied e.g. to policing crowds.</td>
</tr>
<tr>
<td>6</td>
<td>Prosocial Behaviour</td>
<td>Why do people help others? Does altruism really exist? When do others intervene? Who is most likely to help? Can we increase prosocial behaviour?</td>
</tr>
<tr>
<td>7</td>
<td>Relationships: Chemistry or Communication?</td>
<td>The need for affiliation; interpersonal attraction; critique of the idea that relationships are about ‘chemistry’; relationships as active, two-sided processes; relationship skills and strategies; studying relationships.</td>
</tr>
</tbody>
</table>

Learning outcomes: on completion of this section of the course, students should be able to:
- outline some classic and recent studies in social psychology and discuss key theoretical concepts
- discuss, illustrate and assess some of the methods used by social psychologists
- appreciate how the methods and findings of social psychological research are used to support or reject particular theories.

References

Additional references
METATHEORETICAL ISSUES FOR PSYCHOLOGISTS
Dr Richard Shillcock (r.shillcock@ed.ac.uk)

At this halfway point in the course, you should have had plenty to think about. Psychology is a broad discipline, containing strikingly different sub-disciplines. There will be radically different types of psychological investigation still to come in this second semester. However, we will take the opportunity of this single lecture to ask some questions about what we can and cannot do in Psychology, how we can draw conclusions from the very different forms of investigation that psychologists employ, what our theories should look like, what progress has been made, what areas of Psychology have thrown up fundamental disagreements between psychologists, what overall trends there are in our field, and what relations are like with bordering disciplines.

Lecture No  Lecture
1  Metatheoretical issue for psychologists
   The nature of Psychology and what psychologists do.

Learning outcomes: From this single lecture, students should:
- be able to frame, and attempt to answer, questions of a more fundamental nature about Psychology as a discipline
- have a clearer idea of where Psychology has come from and where it is going

Main reference
<table>
<thead>
<tr>
<th>Lecture No</th>
<th>Lecture</th>
</tr>
</thead>
</table>
| 1          | Introduction to language  
The nature of language and how it is studied. |
| 2          | Speaking 1  
The problem of speaking, fluency and speech errors, the “tip-of-the-tongue” state and anomia. |
| 3          | Speaking 2  
Models of speaking, testing these models, the nature of dialogue. |
| 4          | Concepts and categorisation  
Hierarchies of concepts, prototypes, concept combination. |
| 5          | Language and thought  
How are they related, colour categories across cultures. |
| 6          | Decision making  
Deduction and induction, probabilistic reasoning, problem solving. |

**Learning outcomes:** By the end of this section, students should be able to:

- appreciate why psychologists are interested in the nature of language and how it is used
- understand how people speak and why they sometimes experience difficulty with it
- assess theories of how people categorise the world
- understand theories of the relationship between language and thought
- understand some of the basic mechanisms underlying thinking and why thinking sometimes appears to go awry

**Main reference**
These lectures consider why the world seems like it does to us. We will explore the field of perception, focusing mainly on vision, from the low-level firing of sensory receptors, through the perception of complex forms in 3D space, to visual attention and the use of vision to guide action. Throughout, there will be an emphasis on key concepts with wide applicability in psychology, for instance: that the brain has evolved to reconstruct reality in a way that is useful to us; that we are wired to detect sudden changes, as this is where the important new information is likely to be; that the brain employs special mechanisms to separate (interesting) changes in the world from (irrelevant) variations in the pattern of stimulation; that the brain continuously makes predictions about the world and tests these against sensory evidence; that speed is vital, so it uses short cuts and heuristics, which often involve assumptions about the world; that the brain solves complex problems by breaking them down into simpler sub-problems; and that we can often learn most about how a complex system is organised by studying situations where it makes mistakes. For this last reason, we will look at many examples of visual illusions, which help to illustrate many of the main tricks and short-cuts that our perceptual systems use.

<table>
<thead>
<tr>
<th>Lecture No</th>
<th>Lecture</th>
</tr>
</thead>
</table>
| 1 | **Introduction to perception**  
Introduction to module’s key concepts; sensation and perception; psychophysics; Signal Detection Theory and the foundations of experimental psychology. |
| 2 | **Building blocks of perception**  
The eye and early vision; the receptive field; feature detectors as building blocks of perception. |
| 3 | **Seeing colour and motion**  
Wavelength and colour; retinal trichomacy and opponent-pair coding of colour; colour constancy; direct, induced, and apparent motion; space constancy; distinguishing self- and other-motion. |
| 4 | **Seeing in depth**  
Building a 3D view of the world from a 2D retinal image; what assumptions does the brain need to recover depth and what happens when those assumptions are wrong? |
| 5 | **Seeing form**  
Gestalt principles of perceptual organisation; figure-ground segregation; laws and heuristics; top-down and bottom-up influences; special objects and face perception. |
| 6 | **Functional specialisation of higher vision**  
The modular organisation of higher vision; selective visual deficits following brain damage; vision for perception and vision for action. |
| 7 | **A spotlight on attention**  
Selective attention and eye movements; automatic and voluntary attention; attention to objects. |
More than meets the eye
Non-visual modalities; perception as a multimodal activity; synaesthesia.

Learning outcomes: by the end of this section, students should be able to:
- understand the concept of evolutionary utility in accounting for human perceptual capacities
- appreciate that psychological phenomena may be studied at different levels of analysis
- describe the low-level mechanisms underlying perception of colour and form
- appreciate top-down (knowledge-driven) and bottom-up (data-driven) mechanisms in attention perception
- understand the concept of perceptual constancy, and to be able to cite examples
- understand the importance of cross-modal interactions in perception

Main reference

Additional references
More depth on covered topics can be found in: Goldstein, E. B. Sensation and perception (7th ed); and in Palmer, S. Vision Science.
CASE STUDIES IN AUTISM
Dr Richard Shillcock (r.shillcock@ed.ac.uk)

This single lecture-slot is a special event that is new this academic year. The plan is for the class to watch some recorded interviews with two different autistic individuals. Much of academic psychology is in the “nomothetic” tradition, concerned with sophisticated experiments designed to allow us to generalize across all people/brains/societies in “objective” ways. This event will involve an “idiographic” approach, in which we are concerned with the individual as a person, and with the full complexity of their life. The class will be prompted, at some point in the academic year, to submit questions for these interviews.

Lecture No  Lecture
1       Case studies in autism
        The nature of autism and how it manifests in two people.

Learning outcomes:  From this single event, students should:
- gain an understanding of how autism presents in two different individuals.
- appreciate that psychologists can also theorize about complex, single cases, as opposed to generalizing across abstract types

Main reference
Lecture No

1  What is memory, and how is it studied by cognitive psychologists?
   Memories and memory systems, selective memory deficits following brain damage.

2  Working Memory
   Keeping track moment to moment, working memory as a mental workspace, working memory components, evidence from neuropsychology and neuroimaging.

3  Organising and Remembering
   Memory for events and memory for knowledge, impact of expertise and memory strategies on recall. Improving memory and memory training.

4  Forgetting
   Patterns and causes of forgetting. Remembering and forgetting intentions - prospective memory and absent-mindedness

5  Memory for Important Events
   Flashbulb memories. Eye-witness memory

6  The Malleability of Memory
   Changing and implanting memories, memory as reconstructions and false memories.

Learning outcomes: by the end of this section, students should be able to:
- define key psychological concepts about human memory and illustrate them with relevant examples
- understand basic theoretical questions and arguments about the cognitive psychology of human memory.
- outline the types of research methods that cognitive psychologists have used to address questions about human memory.
- summarise some classic and some recent findings about human memory, along with examples of how those findings have implications for learning and memory in different aspects of everyday life.
- discuss how these findings relate to theoretical questions and arguments, as well as to the application of those findings to the use of memory in everyday life

Reference
Passer et al, Psychology: the science of mind and behaviour (2009), chapter 8.
Lecture No | Lecture
--- | ---
1 | The what and why of development
What is developmental psychology and why do we care about development?

2 | Theories of development 1: The Piagetian tradition
We cover the historical attempts to provide unifying frameworks for understanding human development. Our first topic covers the cognitive theory of Jean Piaget.

3 | Theories of development 2: The Vygotskian tradition
We cover the historical attempts to provide unifying frameworks for understanding human development. Our second topic covers the social context theory of Lev Vygotsky.

4 | Theories of development 3: The information processing tradition
We cover the historical attempts to provide unifying frameworks for understanding human development. Our third topic covers the idea that development (and psychology broadly) can be understood in terms of information processing devices that perform computations.

5 | Perceptual development
We cover how the perceptual system changes with development.

6 | Conceptual development
We cover how children’s concepts change with experience and how this affects how they reason about the world.

7 | Theory of mind
We cover how the ability to understand the thoughts of others changes with development and the implications for social development.

**Learning outcomes:** By the end of the section students should:
- summarise why and how developmental psychologists study developmental processes
- outline the major overarching theoretical perspectives in developmental psychology and understand how these perspectives have changed with our understanding of how children develop
- discuss broadly the maturation of the human perceptual system
- outline the changes in childrens’ concepts and the effects of these changes on childrens’ reasoning
- understand the importance and relevance of theory of mind and when and how it develops

**References**
Schacter et al., *Psychology* (chaps. 11-12)
Siegler, *Cognitive Development*, (chaps. 2-4)
5. Readings
The recommended textbook for the course is *Psychology (first European edition) (2012)* by Schacter, Gilbert and Wegner (published by Palgrave). You will need your personal copy and you are strongly encouraged to buy the book (including the online resources package). It is available at Blackwell’s (South Bridge) at a discount. A limited number of second-hand copies of this book may be available from previous students on the course, advertised on the 1st year Psychology (University of Edinburgh) Facebook page. Other readings will be provided online in .pdf form, in the Learn part of MyEd. Some suggested further readings will be in the libraries.

6. PPLS Undergraduate Student Handbook
The PPLS Undergraduate Student Handbook has more information on student support and academic guidance; late coursework and plagiarism; illness and disability adjustments, and useful sources of advice.
http://www.ppls.ed.ac.uk/students/undergraduate/documents/PPLS_Student_Handbook_FINAL.pdf

7. Tutorials and labs
There are four tutorials in Semester 1 and four in Semester 2. In order to manage numbers, students are divided into two groups as follows:

<table>
<thead>
<tr>
<th></th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP A</td>
<td>Weeks 3, 5, 7, 9</td>
<td>Weeks 3, 5, 7, 9</td>
</tr>
<tr>
<td>GROUP B</td>
<td>Weeks 4, 6, 8, 10</td>
<td>Weeks 2, 4, 8, 10*</td>
</tr>
</tbody>
</table>

*Note: Week 6 (Semester 2) is Innovative Learning Week and there is no formal teaching.*

**Tutorial sign-up must take place by noon on Monday, week 2.** This is done via Learn. Please note this requires prior matriculation, registration and logging on via the MyEd portal. If you are having problems signing up via LEARN, the Teaching Co-ordinator is available in room G10, Psychology building, 7 George Square, at the following times:

- Monday (week 1) 12-2
- Friday (week 1) 12-2

Please ensure you select a tutorial slot that does not clash with your other classes (across both semesters), or any further work commitments.

Please note:
1. **Participation in tutorials is part of your formal assessment.** You must attend all the tutorials.

2. **You MUST participate in tutorials.** This means that you must prepare the materials that have been assigned.

3. **The tutorial is not simply support for the lecture course.** If you are having problems with a particular part of the course, you must warn the tutor in advance. Some tutors may use such queries as exercises for the whole group, rather than simply answering the query.

4. **If you are going to miss a tutorial** for any reason, you must contact the Course Secretary (fgraham@ed.ac.uk) in the PPLS Undergraduate Teaching Office as soon as possible to explain the reason.
The tutorial series aims to:
- Complement the lecture series
- Develop students’ understanding of psychological research
- Develop key study skills in psychology

Each of the 8 main lecture blocks of the course will have one tutorial. This tutorial will be based around a key reading and discussion question(s) set by the lecturer for that block. These are specified in the Tutorial/Lab Workbook. Students are expected to come prepared to participate in the tutorial. You will be required to bring along the workbook, containing a brief written report of the article you read for the tutorial – this includes the first tutorial. You will also find a brief guide for reading and analysing research papers which may be of use to you, on page 4 of the Tutorial/Lab Workbook. The Tutorial/Lab Workbook is available to view and download on the central virtual learning environment Learn and can also be picked up from the UG Teaching Office in Dugald Stewart Building. You will need a copy of this workbook as there will be various exercises to fill in by hand.

In addition to each tutorial you will be set short study skills tasks each fortnight, which should be completed before the next tutorial.

Each of the 8 main lecture blocks of the course will also have one lab class. These lab classes will mostly occur in the basement concourse in 7 George Square, in groups of about 50. Details are in the Tutorial/Lab Workbook. These labs are new this year (2014/5). Each lab class will occupy a double lecture-slot; all the work for the lab will be completed in that time, with details being entered into the Tutorial/Lab Workbook.

The tutorials and labs start in Week 3 (Group A) and Week 4 (Group B) of Semester 1. Details of the study skills tasks and the lab classes are available in the Tutorial/Lab Workbook, and also on Learn. Timings and sign up details for the labs will be announced.

8. Assessment Information
8.1 Forms of assessment
Your final mark is based upon exams, essays, and tutorial (which are mandatory) and research participation.

Note: Single semester visiting students are required to submit one essay and take one exam in the relevant semester only. You are not required to take part in research participation.

EXAMINATIONS
December & April/May examinations
There are two examinations, one at the end of each semester. Each lasts 2 hours and consists of 100 multiple choice questions (MCQs) based on material covered that semester (i.e. lectures and the relevant chapters of the course textbook).

August examination
There is also an August examination, for students who have either failed the course overall or who have been absent from one (or both) of the previous exams due to special circumstances.

The August exam lasts 2 hours and consists of essay questions. It is in two sections, each one covering material from one of the semesters (Section A = Semester 1, Section B = Semester 2).

Students who fail the course overall are required to take the August exam as a RESIT. These students must answer ONE question from Section A and ONE question from Section B, even if they passed one of the previous exams.
Students who are absent from the December or April/May exams due to special circumstances may be given permission to take the August exam as a first sitting. A special circumstances form should in this instance be submitted to our Student Support Officers and individual cases will be considered by a Special Circumstances Committee. You will be notified of the outcome by the SSOs. Students taking the exam as a first sitting must answer two questions from the section relating to the exam they missed.

NOTE: Exam times and venues are organised by Student Administration. Details can be found via the Student Administration website and the Student Information Point. Please note that it is the student’s responsibility to check their exam/venue information is correct.

ESSAYS & TITLES
There are 2 essays (one per semester) of up to 1200 words in length. Both essays contribute to your final mark. Guidelines on writing essays can be found in the Tutorial Workbook. An annotated example of an essay, plus further guidelines, will be provided.

Submission deadline 2pm, Friday 21 November 2014
Submission deadline 2pm, Friday 20 March 2015

Essay submission
All essays must be word-processed, and submitted by the deadline:
- An electronic copy must be submitted via Turnitin, the plagiarism detection software where the essay will be marked, and feedback and comments provided on the electronic copy. A link to Turnitin will be available in Learn via MyEd.

Penalties for late submission
For each working day that work is late, the mark will be reduced by 5%. This penalty applies up to five working days, inclusive. On day 6, those with a mark of zero will be recorded.

Essay return
Marks and feedback will be returned within 3 weeks. The Course Secretary will email if the date changes.

IMPORTANT
1. Plagiarism, the unacknowledged use of others’ work, is a serious offence, and may be a disciplinary matter. It is essential that you read the section on plagiarism in the PPLS Undergraduate Student Handbook to avoid this.

2. You are expected to submit work on time. This is not only considerate to staff and fellow students but also an ability valued by employers, who typically ask about this when requesting a reference for a graduate.

To avoid late submission:
- start working on essays as early as possible. All deadlines are given above so you can plan ahead. Bear in mind you may have more than one deadline around the same time.
- complete the essay at least 48 hours before the deadline to allow time for proof-reading, possible problems in printing and electronic submission. Bear in mind that demand on computers and printers is often high around the time of a deadline.
- save your work frequently and back it up.
TUTORIAL & RESEARCH PARTICIPATION
The final part of your assessment is based upon tutorial and research participation. Absence from a tutorial without good reason, or a failure to participate in the tutorial, will lead to a deduction of points from your overall mark.

You are also expected to participate in departmental research, contributing 8 hours of research participation over the year for course credit (preferably including at least lab-based experiment - i.e., not an online questionnaire). This will give you first-hand insight into the research process. This is organised via a web-based system (http://www.subjectpool.com/), and set out in Learn. Failure to register, or to turn up, will lead to a deduction of points from your overall mark. Any queries about research participation should be emailed to: edadmin@subjectpool.com. If all the experiments available require native-English speakers, and English is not your first language, you can still acquire research participation marks by unobtrusively accompanying a friend who is taking part in an experiment, and watching and listening to the debriefing afterwards. You must contact the researcher beforehand to let them know that you will be accompanying your friend. Make sure your presence is recorded.

8.2 How your work is assessed
Each candidate will be awarded a single grade for the course at the end of the year. The course grade will be awarded on the basis of a combination of two examinations, marks from two coursework, and tutorial/research participation. The two degree examinations are based upon Multiple Choice Questions (MCQs). There will be no negative marks, so you are advised to answer all the questions in multiple-choice examinations even if you are unsure about some of your answers.

8.3 How to calculate your Course Mark
The various components of the course are weighted as follows:

- Semester 1 exam = 30%
- Semester 2 exam = 30%
- Two Tutorial essays (equally weighted) = 25% (ie each essay is 12.5%)
- Tutorial report submission (8 tutorials) = 4%
- Research participation (8 hours) = 3%
- Lab participation (8 activities) = 8%
(NB 0.5% penalty deducted per tutorial or hour of research missed)

Single-Semester Visiting Students: your mark is weighted as follows:
- Exam (for relevant semester) = 70%
- Tutorial essay = 30%

8.4. 258 Marking Guidance
Psychology uses a ‘258’ marking policy. This means that, in marking student work, we award a low (2) medium (5) or high (8) mark within each decile band of the scale. Thus, marks will end in 2, 5 or 8. This forces us to be more categorical about the merit of a piece of work, avoiding marks around the grade boundaries. This policy is based on External Examiner advice that any finer distinctions are unlikely to be meaningful. Similar policies are common in other Universities. The policy does not apply to pieces of work where there is mechanical marking scheme (e.g. multiple choice assessment, some methodology assignments). Marks that do not end in 2, 5 or 8 are possible when the mark reflects an average across multiple pieces of work (e.g. exams with more than one essay).
8.5 Timetable for return of coursework and exam marks

All marks are provisional until confirmed by the Exam Board in June and will be available on MyEd shortly afterwards.

<table>
<thead>
<tr>
<th>Item of work</th>
<th>Submission deadline</th>
<th>*Return date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>2pm, Friday 21 November 2014</td>
<td>Friday 12 December 2014</td>
</tr>
<tr>
<td>Essay 2</td>
<td>2pm, Friday 20 March 2014</td>
<td>Friday 24 April 2015</td>
</tr>
<tr>
<td>Semester 1 exam marks will be posted on Learn</td>
<td>N/A</td>
<td>By end of January 2014 (Visiting student marks will be returned at the end of January)</td>
</tr>
</tbody>
</table>

*If the date changes the class will be notified.

8.6 Feedback

You will get many feedback or feedforward opportunities in your courses. Feedback could be in the form of written or spoken comments on a draft or submitted essay or write-up, or in the form of self-generated or peer feedback, small group discussions or quizzes within lectures, etc. Feedforward might include a discussion of how to write an essay, or prepare for an exam.

Feedback is essential to learning and it takes many forms. We strongly encourage you to use all forms of feedback, including:

- Asking and answering questions in lectures, classes or talks
- Asking questions of your Course Organiser or lecturer in their office hours
- Discussing your work with lecturers and examiners on Psychology’s dedicated Feedback Days (third year students)
- Actively participating in your tutorials
- Talking about your ideas outside class with fellow Psychology students
- Participating in PsychSoc discussion groups, study-skills events, debates and talks: [http://www.eusa.ed.ac.uk/societies/society/psychologysociety/](http://www.eusa.ed.ac.uk/societies/society/psychologysociety/)
- Participating in the British Psychological Society, including undergraduate conferences.

If you have any suggestions on how to improve feedback further, please contact either:

- Your Tutor (pre-Honours students)
- Your Course Organiser
- Your Personal Tutor
- PPLS Student Support Officers ([mhari.davidson@ed.ac.uk](mailto:mhari.davidson@ed.ac.uk) and [sarah.nicol@ed.ac.uk](mailto:sarah.nicol@ed.ac.uk))
- Dr Martin Corley, Teaching Director ([martin.corley@ed.ac.uk](mailto:martin.corley@ed.ac.uk))

9. Learn

You should regularly check your university email and check for announcements on the course Learn page, which can be assessed from your MyEd page via [http://www.myed.ed.ac.uk/](http://www.myed.ed.ac.uk/)

The course Learn page will provide information concerning:

- General information and announcement about the course
- Lecture notes and PowerPoint slides
- Tutorial arrangements
- Information about assessment arrangements
10. Useful Information

10.1 British Psychological Society accreditation (BPS)

The Single and Combined Honours degree programmes in Psychology which are listed below are accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership (GBC), provided the minimum standard of a Lower Second Class Honours is achieved, in addition to successfully completing the research project (Year 4 Dissertation in Psychology). This is the first step towards becoming a Chartered Psychologist.

If you intend to practice as a professional psychologist, you first need to obtain an undergraduate degree that confers eligibility for GBC. Then you would need to undertake further training in the form of a relevant postgraduate degree and supervised practice before you would be eligible to become a Chartered Psychologist and to work independently as a psychologist. For further information, see:

http://www.bps.org.uk/what-we-do/benefits-belonging/membership/chartered-member-cpsychol/chartered-member-cpsychol

The following Psychology degree programmes are accredited by the BPS as conferring eligibility for GBC:

Single Honours
MA & BSc

Combined Honours MA
Psychology & Business Studies
Psychology & Linguistics
Philosophy & Psychology
Sociology & Psychology

For Single Honours degrees, all standard pathways, as specified in the relevant Degree Programme Table (DPT), are accredited. For Combined Honours degrees, accreditation is conditional on students taking the Year 3 Methodology 1 and Methodology 2 courses, Dissertation in Psychology (Year 4) and a selection of 3rd and 4th year courses which cover all five of the following core areas of Psychology:

1. Cognitive Psychology
2. Biological Psychology
3. Social Psychology
4. Developmental Psychology
5. Individual Differences

The degrees of students who spend their Junior Honours Year abroad do not automatically confer eligibility for Chartered Membership of the BPS. However, such students may apply to the BPS for GBC on an individual basis, after graduation (on payment of the relevant BPS membership fee). If you are considering doing this, it is important that you select honours level courses to cover the 5 core areas, and courses equivalent to Y3 Methodology 1 and Y3 Methodology 2 (qualitative component). On your return, in final year, you must cover the remaining of the 5 core areas you did not cover abroad, with a maximum of 3 core areas covered abroad being allowed to count as well as taking the Dissertation in Psychology.

Most ERASMUS destinations do not, understandably, offer Qualitative Methods courses taught in English. Therefore, students returning from ERASMUS exchanges should take Y3 Methodology 2, unless they have taken a qualitative methods course in the host language.
Some ERASMUS destinations (University of Amsterdam and Complutense University of Madrid) do not, at the moment, offer advanced Quantitative Methods courses taught in English, and students returning from these destinations should, in addition, take Y3 Methodology 1. Both quantitative and qualitative methods courses should be freely available to International Exchange students in English-speaking parts of the world. In all cases, exchange students should consult with the International Co-ordinator at their destination, as well as the Exchanges Co-ordinator here in Edinburgh, when selecting courses and finalising your Learning Agreement. Note that up to 20 Edinburgh-equivalent (10 ECTS) credits may be taken in outside courses.

The following honours degree programmes are not accredited as conferring eligibility for GBC: Individual Subject Combinations (ie Combined Honours programmes other than those listed above)

Psychology (BMedSci Hons)
Cognitive Science (Humanities) (MA Hons)
Cognitive Sciences (BSc Hons)

10.2 Making the most of University - Support from your University Careers Service
Your University Careers Service is here to support you from Day 1; not just your final year. We can assist you in finding semester-time, vacation and volunteering work to help you finance and add value to your university experience, alongside your studies. And we are happy to help you explore your future direction, whatever year you’re in.

Whilst studying to gain the best degree you can is your priority, it’s also a good idea to take advantage of the wide range of opportunities open to you as an undergraduate. These include, volunteering, mentoring, taking on a role with a student society or club, study abroad, group projects, part time work, summer jobs, delivering presentations, work shadowing, to name but a few.

Getting involved with activities outwith your studies has many advantages. You can:
- Develop and demonstrate skills and attributes, such as teamwork, communication, time-management, customer service etc. Future employers will be looking for evidence of relevant skills from all areas of your life, not just your studies.
- Broaden your horizons – new experiences can change your perspective, provide new insights, alter your outlook, encourage you to consider different opportunities and directions.
- Discover your strengths – what you’re good at, what you enjoy, how you can use these strengths to your advantage in the workplace

Careers Service support includes:
- Semester and vacation job-opportunities
- Support with applications and interviews for part-time and vacation work
- Volunteering opportunities nationwide and abroad
- Talking through your immediate and future plans with a Careers Adviser.
- Edinburgh Award Programmes to help you get the most from your work, vacation and volunteering and extra-curricular activities www.ed.ac.uk/careers/edinburgh-award
- Information specifically for early-years students http://tinyurl.com/lrv7an9

Browse our website www.ed.ac.uk/careers for further information on all the above, or call in and see us on the 3rd floor of the Main Library Building.
And specifically for Psychology students
- regular bookable appointments for PPLS students only, for quick career queries, in DSB and 7 George Square, (in addition to appointments offered at the Careers Service) - look out for the emails advertising these sessions
- dedicated Psychology careers pages [www.ppls.ed.ac.uk](http://www.ppls.ed.ac.uk) > psychology > undergraduate. Be inspired by:
  - case studies of recent psychology graduates,
  - Psychology Student Employability Guide - careers, career-planning and case-studies in the psychology professions and beyond.
  - Options with a Psychology degree .... and more.

10.3 PsychPALS
Peer support is available through PsychPALS (Peer Assisted Learning Scheme). This student-run scheme consists of a series of fortnightly student-led talks during the first semester intended to help Y1 students make the transition from school/college to university. Designed to provide practical help, topics include how to search for articles online, and tips on how to write psychology essays. See the notice board in the Psychology building concourse for more information and [http://psychsoc.tripod.com/psychpals.html](http://psychsoc.tripod.com/psychpals.html).

10.4 Students on a Tier 4 visa
As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal responsibilities, including monitoring your attendance on your programme and reporting to the Home Office where:

- you suspend your studies, transfer or withdraw from a course, or complete your studies significantly early;
- you fail to register/enrol at the start of your course or at the two additional registration sessions each year and there is no explanation;
- you are repeatedly absent or are absent for an extended period and are excluded from the programme due to non-attendance. This includes missing Tier 4 census points without due reason. The University must maintain a record of your attendance and the Home Office can ask to see this or request information about it at any time;

As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):

- Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;
- **Attend all of your University classes, lectures, tutorials, etc where required. This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations**. If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.
- Make sure that your contact details, including your address and contact numbers are up to date in your student record.
- Make satisfactory progress on your chosen programme of studies.
- Observe the general conditions of a Tier 4 General student visa in the UK, including studying on the programme for which your visa was issued, not overstaying the validity of your visa and complying with the work restrictions of the visa.
Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found in the “Downloads” section at [www.ed.ac.uk/immigration](http://www.ed.ac.uk/immigration)

Information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at the International Office, 33 Buccleuch Place, Edinburgh EH8 9JS

Email: immigration@ed.ac.uk

11. University of Edinburgh Extended Common Marking Scheme

Psychology uses a ‘258’ marking policy. This means that, in marking student work, we award a low (2) medium (5) or high (8) mark within each decile band of the scale. Thus, marks will end in 2, 5 or 8. This forces us to be more categorical about the merit of a piece of work, avoiding marks around the grade boundaries. This policy is based on External Examiner advice that any finer distinctions are unlikely to be meaningful. Similar policies are common in other Universities. The policy does not apply to pieces of work where there is mechanical marking scheme (e.g. multiple choice assessment, some methodology assignments). Marks that do not end in 2, 5 or 8 are possible when the mark reflects an average across multiple pieces of work (e.g. exams with more than one essay).


<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
<th>Descriptor</th>
<th>Degree Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>90-100</td>
<td>Excellent</td>
<td>1st</td>
</tr>
<tr>
<td>A2</td>
<td>80-89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>70-79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>60-69</td>
<td>Very Good</td>
<td>2.1</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
<td>Good</td>
<td>2.2</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
<td>Pass</td>
<td>3rd</td>
</tr>
<tr>
<td>E</td>
<td>30-39</td>
<td>Marginal Fail</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>20-29</td>
<td>Clear fail</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>10-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>0-9</td>
<td>Bad fail</td>
<td></td>
</tr>
</tbody>
</table>

These descriptors are guidelines for assessing work on similar criteria across the range of marks, but they do not provide a formula for generating a mark. It is clear, for example, that a piece of work may be excellent in one respect and substandard in another. Markers will have to make decisions on aggregate. Note that some descriptors will be more appropriate for essay or project assessment than for examination answers.
Notable changes from our old criteria include:
(1) More emphasis on scholarly apparatus – Failure to acknowledge sources properly via in-text references and bibliography can fail an essay.
(2) A view on irrelevant material. - Students are not at liberty to answer exam questions which were not set. Irrelevant answers should normally be assigned a failing mark.

Markers should note that, for those examination scripts with a sticker stating 'specific learning difficulties', no penalties for poor spelling, grammar, and punctuation should be incurred, unless these are being directly assessed and are core to an understanding of the course. This request is a reasonable adjustment under the Disability Discrimination Act and is particularly important in examination situations, where support for spelling/grammar is unavailable or is not assured.

A1 90-100 Excellent
Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study. It
- Shows creative, subtle, and/or original independent thinking
- Demonstrates breadth of knowledge and deep understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates an excellent standard of synthesis and evaluation and a critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a compelling case by means of clear logically structured argument or debate, well supported with evidence
- Is written with flair
- Has, where appropriate, complete and correct referencing
- Is flawless in grammar and spelling

A2 80-89 Excellent
Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study. It
- Shows original, sophisticated independent thinking
- Demonstrates a thorough understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a strong case by means of clear, logically structured argument or debate, supported with evidence
- Shows a good standard of academic writing
- Has, where appropriate, complete and correct referencing
- Shows a high standard of grammar and spelling

A3 70-79 Excellent
Very good or excellent in most respects, the work is what might be expected of a very competent student. It
- Explores the topic under discussion fully
- Shows some complex and/or sensitive independent thinking Complexity and or sensitivity is reflected in the argument
- Demonstrates a sound understanding of the subject matter
- Draws in a wide relevant literature base
- Demonstrates critical analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a good case by means of clear logically structured argument or debate, supported by evidence
- Shows a competent standard of fluent academic writing
- Has, where appropriate, complete and correct referencing
- Shows a good standard of grammar and spelling

**B 60-69 Very Good**
Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes. It
- Demonstrates a good understanding of the area in question
- Draws on adequate references
- Demonstrates good synthesis, analysis, reflection and evaluation of the literature
- Concentrates on the main issues to be addressed
- Presents an adequate case by means of clear, well structured, logical argument supported with evidence.
- Has, where appropriate, complete and correct referencing of sources
- Shows a good standard of grammar and spelling

**C 50-59 Good**
The work clearly meets requirements for demonstrating the relevant learning outcomes. It
- Shows evidence of sufficient knowledge and understanding of the material
- Uses references appropriately to support the argument, though they may be limited in number or reflect restricted reading.
- Demonstrates limited critical analysis and evaluation of sources of evidence.
- Addresses the area in question clearly and coherently
- Has satisfactory structure, presentation, and expression
- Has, where appropriate, complete referencing of sources, though there may be minor flaws in referencing technique

**D 40-49 Pass**
The work meets minimum requirements for demonstrating the relevant learning outcomes. It
- Demonstrates a sufficient level of knowledge and understanding but at a basic level, and there may be minor inaccuracies
- Lacks detail, elaboration or explanation of concepts and ideas.
- Displays limited synthesis and analysis of the literature
- Presents a highly descriptive account of the topic with no real critical analysis
- Presents a weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements
- Has, where appropriate, complete referencing of sources, though there may be flaws in referencing technique.
- Has largely satisfactory expression, though there may be minor spelling or grammatical errors
30-39  Marginal fail
The work fails to meet minimum requirements for demonstrating the relevant learning outcomes. It

- Does not demonstrate a sufficient level of knowledge and understanding
- Utilises only limited reference sources and offers poor analysis of them
- May not adequately address the area in question, because its content is too limited or because there are some inaccuracies
- Presents a poorly structured, poorly developed, or incoherent argument, or no argument at all
- Has an awkward writing style or poor expression of concepts
- Has incomplete or inadequately presented references
- Shows a lack of attention to spelling and grammar.

20-29  Clear fail
The work is very weak or shows a decided lack of effort. It

- Displays very poor or confused knowledge and understanding
- Does not address the area in question.
- Presents no argument or one based on irrelevant and erroneous content
- Displays an unacceptable academic writing style and/or presentation
- Has incomplete or inadequately presented references, if any
G  10-19  Bad fail
The work is extremely weak. It
- Displays no knowledge or understanding of the area in question
- Presents incomplete, muddled, and/or irrelevant material
- Provides no coherent discussion of the area in question
- Has incomplete or inadequately presented references, if any

H  0-9  Bad fail
The work is of very little consequence, if any, to the area in question. It is incomplete in every respect