

The University of Edinburgh
SCHOOL of PHILOSOPHY, PSYCHOLOGY
and LANGUAGE SCIENCES



Psychology 2 Course Handbook
2011/2012

Course Organiser
Dr Antje Nuthmann

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COURSE DETAILS

The course aims to extend the breadth and depth of topics to which students were introduced in first year. Together with the first year course, this provides a broad introduction to psychology for those who will move on to other areas of study in third year and fourth years. Information about the specific objectives of the various sections of the course is provided in the lecture summaries later in the handbook

Lectures (3 per week)

Lectures will be held on Monday and Thursday in Appleton Tower (AT), Lecture Theatre 4 and Tuesday in David Hume Tower (DHT), Lecture Theatre A, from 11.10am-12 noon. Lecture hand-outs will be made available on WebCT around the time of the relevant lectures.

Practicals and registration

You are required to attend five compulsory practical sessions per semester. Further details of these are in the Practical Handbook. Registration must take place **by 5pm on Wednesday of week 1. Practical sign up will occur through Psychology 2 WebCT page.** Please note this requires prior matriculation, registration for Psychology 2 and logging in via the MyEd portal. The Teaching Co-ordinator, Dr Louise Ritchie, is available in the Psychology basement concourse at the following times to help:

Monday (week 1) from 12-2pm

Practicals start in week 2. Students should go to B21, 7 George Square for their first practical meeting. Please ensure you select a practical slot that does not clash with your other classes (across both semesters), or any further work commitments.

Available practical times are:

Monday	1400-1700
Tuesday	1400-1700
Wednesday	1000-1300
Wednesday	1400-1700
Thursday	1400-1700

The practical course is structured around learning SPSS and two research experiments (one per semester). Each tutorial and practical class builds on the previous one. Therefore, it is very important that you do not miss practicals during the course of the year.

If you miss a practical for any reason, you must contact your tutor as soon as possible to explain the reason.

Students may also like to note that they may be approached to take part in experiments conducted by Fourth Year students. Although this is not compulsory, students who have taken part in such studies in the past have reported that they found it a useful experience in terms of giving a clearer idea about how experiments are designed and conducted.

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

Single Honours

MA (Hons) Psychology
BSc (Hons) Biological Sciences (Psychology)
BSc (Hons) Psychology (*from 2011/12*)

Combined Honours

MA (Hons) Psychology & Business Studies
MA (Hons) Psychology & Linguistics
MA (Hons) Philosophy & Psychology
MA (Hons) Sociology & Psychology
BSc (Hons) Artificial Intelligence & 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 5 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 are **not** automatically accredited by 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 covering the 5 core areas and also a course covering similar material to the Year 3 Methodology 1 and 2 courses (as well as taking the Dissertation in Psychology).

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)
BMedSci (Hons) Psychology
MA (Hons) Cognitive Science
MA Cognitive Sciences (Humanities) (*from 2011/12*)

Junior honours year abroad

The University has a number of exchange programmes which offer the possibility to study your junior honours year in Psychology abroad at an approved partner university. Exchanges are available through two schemes: The International Exchange Scheme, and ERASMUS (Europe). Selection is based principally upon academic performance. Interested students should consult their Director of Studies and the University's International Office and its web pages.

<http://www.ed.ac.uk/studying/visiting-exchange>

Completion of the year of study abroad accrues (a normal) 120 study credits; however grades obtained abroad will not be converted. Your degree will be classified entirely on the basis of your final year performance in Edinburgh. At the moment the year of study abroad is not automatically accredited by the British Psychological Society. However, you may apply to the BPS for accreditation on an individual basis, should you require Graduate Basis for Chartered Membership (GBC). Please see the section British Psychological Society Accreditation for further information.

Students who are accepted for an exchange programme can obtain advice about the most appropriate course choices from the Psychology ERASMUS and exchange coordinator, Dr Billy Lee, (b.lee@ed.ac.uk).

Third year course options

Psychology honours students do not need to make any choices as they are automatically enrolled for the courses. However, combined honours students must take Methodology 1, Methodology 2, and between 30 and 50 further credits of Psychology 3 courses (the number of credits varies according to the specific degree programme). Students taking any combined honours degree with a Psychology component may **NOT** register for both PSYL10011 (Psychology of Thinking & Language) and PSYL10013 (Memory & Perception). Combined honours students are also advised against taking the Literature Review (due to BPS accreditation requirements) unless it is by special arrangement with the Y3 Course Organiser, Dr Billy Lee. Further information relating to specific combined programmes is available from <http://www.drps.ed.ac.uk/>

If you wish to find out more information in advance, look at the current Y3 Handbook, available on the Psychology website.

FEEDBACK & EXTENSIONS

Examination feedback

December exam marks released week beginning 30 January provides feedback for Semester 1 performance. Exam feedback will be posted on WebCT in January for the semester 1 exam and June for the semester 2 exam. Please consult the University Common Marking Scheme marking criteria (p?) for detailed descriptors of the mark bands. These descriptors will provide you with further information on the standard of your work and can be used in conjunction with formal feedback in order to identify further strengths and weaknesses. The marks remain provisional until ratification by the External Exam Board in June. Students may contact the Module Organiser of the course if they have any concerns about their performance. In exceptional cases the exam scripts may be retrieved and viewed under supervision, and provide a basis for further feedback and discussion between the lecturer and student concerned.

Coursework feedback

Feedback is provided by your tutor in your practical group discussions. Written feedback is also provided by your tutor for your draft report. This feedback is provided on marking forms that map directly on to assessment criteria so you can incorporate this feedback into your final report submission, which will also have feedback. The dates when feedback is returned are shown in the practical handbook.

Feedback timetable for coursework and return of exam marks

Component of assessment	Submission deadline	*Return date
Final Report 1	28 November 2011 by 2pm	wbg 16 January 2012
Final Report 2	2 April 2012 by 2pm	wbg 30 April 2012
Semester 1 provisional exam marks posted on Y2 notice board	N/A	wbg 30 January 2012
Semester 2 exam marks	N/A	available from Academic Registry

*Timing may be later for a student who has an extension granted for coursework. Otherwise, work will be returned on or before the date shown; if this date changes the class will be notified.

All the above marks are provisional until confirmed by the honours Exam Board in June. These marks, together with Semester 2 exam marks, are returned to Academic Registry after the board meeting, and final marks become available on the student database shortly afterwards.

If further individual feedback is sought, you may contact your tutor to discuss your coursework.

The course grade will be awarded on the basis of a combination of degree examinations and marks from practical classes. This year the course is assessed via 2 experimental reports, plus the 2 end of semester degree examinations.

Word limits and extensions for coursework

Adherence to the stated word limits for coursework is one factor among a number of factors that are taken into account by examiners in deciding the overall mark. While we do not apply an explicit algorithm to deduct marks for exceeding the word limit, you should assume that there will be consequences for excessive length. Markers use their academic judgement in deciding on the overall mark. Word limits do not include figure and table legends, excerpts, title, abstract or references.

Students are expected to monitor their workload, be aware of all deadlines and be able to organise themselves accordingly.

Extension requests should be submitted **before** the submission deadline. They must be submitted to the Teaching Office for approval, and must include details of the assessment(s) affected and length of extension requested, together with supporting evidence if required.

Other than in exceptional circumstances, extensions will **only** be granted in cases of illness or family emergency. If students are seeking extensions for more than one week, they must provide medical evidence and/or discuss the request with the SSO. **Extension requests due to time mismanagement, personal computing/printing problems or ignorance of deadline will not be accepted.**

The Teaching Office will email the student to tell them whether the extension has been granted. The decision conveyed in this email is final; if students feel that they have been unfairly denied an extension they should make a case to the special circumstances committee for the removal of late submission penalties at the examination board.

Retrospective extensions will not be granted. However, late submission penalties may be waived if a student requests an extension on the day of the submission deadline but cannot get medical evidence until some days later.

Extensions include weekends and University holidays. If an extended deadline falls on a weekend, the work should be submitted by 9:30am on the next working day (ie work which would be due at 4pm on Saturday due to an extension should be submitted by 9:30am on the following Monday).

Students with adjustment schedules

Extension requests from students with adjustment schedules that allow 'short notice extensions' will be treated sympathetically where possible. Students should however be prepared to give a reason for the extension request; simply citing an adjustment schedule is not an adequate reason. If students are seeking extensions for more than one week, they must provide medical evidence and/or discuss the request with the SSO.

INFORMATION & SUPPORT

Course organisation

Course Organiser	Teaching Co-ordinator
Dr Antje Nuthmann	Dr Louise Ritchie
Email: Y2Head@ed.ac.uk	Email: psych2tf@staffmail.ed.ac.uk
Phone: 0131 650 3459	Phone: 0131 650 2907
Room: S31, 7 George Square	Room: B2, 7 George Square
Course Secretary	Student Support Officer
Ms Fiona Graham	Mrs Moira Avraam
Email: fgraham@ed.ac.uk	Email: moira.avraam@ed.ac.uk
Phone: 0131 650 3440	Phone: 0131 650 3661
Room: G8, 7 George Square	Room: 4.03, Dugald Stewart Building

Lecturers

Name	Phone (0130)	Electronic Mail	Topic
Dr Elena Gherri	650 3340	<i>elena.gherri@ed.ac.uk</i>	Methodology & Statistics
Dr Jennifer Foley	650 9867	<i>j.foley@ed.ac.uk</i>	Neuropsychology
Prof Timothy Bates	651 1945	<i>tim.bates@ed.ac.uk</i>	Psychology of Language
Dr Peter Lamont	650 3372	<i>peter.lamont@ed.ac.uk</i>	Historical & Conceptual Issues in Psychology
Dr Alison Lenton	651 1328	<i>a.lenton@ed.ac.uk</i>	Social Psychology
Dr Maggie McGonigle	650 3425	<i>m.mcgonigle@ed.ac.uk</i>	Cognitive Development
Prof Andy McKinlay	650 4643	<i>a.mckinlay@ed.ac.uk</i>	Social Psychology
Prof Martin Pickering	650 3447	<i>martin.pickering@ed.ac.uk</i>	Psychology of Language
Dr Richard Shillcock	650 3453	<i>r.shillcock@ed.ac.uk</i>	Cognitive Psychology
Dr Alexander Weiss	650 3456	<i>alex.weiss@ed.ac.uk</i>	Abnormal Psychology

If you have a question about course administration, you should first check the information in this handbook and WebCT site. If your question is not addressed in either, contact the course secretary. If you have a specific question about practicals, homework or course work that is not addressed in the handbook or WebCT, please ask your tutor or, if necessary, contact the Teaching Co-ordinator.

The Student Support Officer (SSO), Moira Avraam, should be your **first point of contact** if you have any queries on matters relating to your undergraduate degree. In many cases, the SSO will be able to deal with your query, or if unable to help, will refer you to your DoS. Your DoS is also available for support with regard to your course choices and overall progress and direction.

Academic staff office hours

Many staff keep regular office hours, and are available during these periods to provide extra support for students. You may use these periods to consult staff about issues arising from their lectures or for tips for further study in their specialist field. Other staff may offer a variety of alternative ways to support student

learning. These may include post lecture sessions, ad hoc meetings, and scheduled learning consolidation time.

Special circumstances

A student experiencing a serious disruption to their studies, which is affecting their coursework or exams due to medical or other unforeseen circumstances, may submit a Special Circumstances form with supporting medical evidence, completed in consultation with their DoS and lodged with the SSO. Students whose degree is in another School and whose DoS is not in PPLS need to be aware that procedures may differ in their School.

Students with a disability: What should they do?

If a student with a disability requires adjustments to be made to ensure access to lectures, tutorials or exam, or assist with any other aspect of their studies, the student should discuss this, in the first instance, with the Student Disability Service (SDS). Students can contact/drop in to the SDS, 3rd floor, Main Library, George Square, tel 0131 650 6828, to make an appointment as soon as possible, as for , there are deadlines if a student requires exam-related adjustments to be in place by the end of the relevant exam block.

The SDS Advisor can discuss possible adjustments and specific examination arrangements, (if relevant), assist with an application for Disabled Students' Allowance, give information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors and prepare a Learning Profile, (LP) which outlines recommended adjustments. The student will be expected to provide the SDS with evidence of disability – either a letter from a GP or specialist, or evidence of specific learning difficulty. For dyslexia or dyspraxia this evidence must be a Chartered Educational Psychologist's assessment using Adult Tests (for further information about evidence requirement, please see the SDS website).

<http://www.disability-service.ed.ac.uk>

The Student Support Officer and also PPLS Co-ordinator of Adjustments (Dr Sue Widdicombe) (s.widdicombe@ed.ac.uk), phone (0131 650 3411, are always willing to discuss disability issues.

Speaking up group

A small, informal group meets every Wednesday commencing week 2 (during semester time) at 4.00pm in S38, 7 George Square. The goal of the group will be to help undergraduates with making verbal contributions in tutorials and other discussion forums. The group will be student-run, but will be informed by a lot of background theory and practice regarding this issue. Speaking up in discussions is a complex issue involving all sorts of cultural and subcultural norms, gender issues, shyness, social phobias, speech impairments, and so on. Edinburgh undergraduates come from a wide variety of social and educational backgrounds with varying access to practice at speaking for different purposes in small and large groups of different kinds. Many undergraduate courses give a mark for tutorial contributions. If you are an undergraduate in any year and are concerned about your own readiness or skills concerning speaking up in different university contexts, then you are encouraged to go along to the group, perhaps just to listen initially. You will get more out of your undergraduate time at Edinburgh, and develop a key skill for later life.

(Contact [Richard Shillcock](#) for any issues related to this group, and for any out-of-semester meetings.)

Staff-Student Liaison Committee

Three Psychology students (representatives) sit on the SSLC, which normally meets twice per semester. The names and photographs of members are posted on a notice board on the west side of the main concourse, along with minutes of meetings. Students are strongly encouraged to raise any issues through their reps as soon as possible.

The World Wide Web, MyEd & WebCT

Some resources for you (including a copy of this document) are on Psychology's website: <http://www.psy.ed.ac.uk/>. However, WebCT is the main point of reference for all information related to the course and it is one of the services provided by the University through MyEd, the portal for all IT services (www.myed.ed.ac.uk). It is essential that you log in to the system as soon as possible when you arrive at Edinburgh.

Email

All students are automatically registered at matriculation for use of email, provided via the MyEd portal. You are expected to check your email regularly, and to use this as a means of contacting your lecturers and tutors.

Computing help

Please use these contacts you wish for help with aspects of computer use that are not covered by departmental training.

<http://www.ed.ac.uk/schools-departments/information-services/computing>

Change of address

Directors of Studies, tutors and the department/School Administration often need to write to students. It is therefore essential to send details of any change in either home or Edinburgh address:

Advisory services

The University guidance services in Counselling, Health, Welfare, Accommodation, Employment, Careers Guidance and Spiritual Affairs may be approached directly, or via Directors of Studies.

Making the most of your studies

The Centre for Teaching, Learning and Assessment (TLA) runs a programme of workshops designed to help students make the most of their studies. There are workshops at various points in the year on such topics as time management, oral presentations, exam revision, exams with essays. Details of these workshops and of effective learning resource materials can be found at:

<http://www.tla.ed.ac.uk/services/effect-learn/advice.htm>

Library provision

You will find copies of many of the references suggested in lectures in the Main Library and/or the Psychology Library in 7 George Square. Ask at the Library Information desk if you cannot see what you want. Some copies at least will be kept in reserve so that they may always be consulted in the Reading Room; others may be borrowed on short-term loan.

The main (borrowing) stock of psychology books and periodicals is housed on the third and fourth floor where books are available for loan. The main journals are confined to the Library, but there is now access to electronic copies of psychology journals via the library website at:

<http://www.lib.ed.ac.uk/resources/collections/serials/ejintro.shtml>.

There is also study space on the third and fourth floors; on the same floors will be found the biology and physiology collections which may be of interest. If you cannot get hold of a reference, try to find out why not (e.g. on loan, temporarily missing, not known by Library staff etc); if you do not, it is very difficult for staff to be of any help.

Occasionally, new references may not reach the Library by the time they are mentioned in the course, due to delays in ordering from publishers overseas. Make a note of these and try again in about a month's time (they rarely require immediate attention) or ask the lecturer for an alternative reference.

Students who experience any difficulty with the provision in Psychology that the Main Library staff cannot deal with, or who find a serious shortage of a particular book or article, should get in touch as soon as possible with the Psychology Librarian Karen Fleet, email (k.fleet@ed.ac.uk).

Change of address

Directors of Studies, Teaching Office and School Administration often need to write to students. Therefore it is essential to send details of any change in either home or Edinburgh address:

<http://www.ed.ac.uk/schools-departments/registry/other-info>

Exploring your career options (*Elizabeth Mortimer, Careers Adviser*)

You may feel that it's too early to start thinking about your options after graduation but now is the ideal time to start doing just that. Whether you are considering a career as a professional psychologist or something unrelated just having a degree in psychology is not enough – employers will be looking for other skills and experience too. You need to give yourself plenty of time to generate ideas, to research different careers and very importantly to gain relevant work experience. Making informed decisions about your future takes time and effort so start your research, thinking and planning **now** (if you have not already done so), so your future does not take you unawares.

So what can you do?

- ◆ If you think you may be interested in a career as a professional psychologist use the British Psychological Society website to explore the different areas and research relevant postgraduate courses (www.bps.org.uk).
- ◆ Use the Careers Information Centre (33 Buccleuch Place) and website (www.careers.ed.ac.uk) to generate and research other career ideas or to explore options for further study.
- ◆ Talk through your ideas and plans with a Careers Adviser via the daily drop-in sessions, or book an appointment to discuss options in person at reception or by phone on 650 4670.
- ◆ Apply for an internship or vacation work in an area of work that interests you. Use the SAGE database of vacation work opportunities on our website (www.careers.ed.ac.uk/SAGE), and the vacation work section of our website (look under 'job-hunting'), to find opportunities.
- ◆ Browse our website (go to Students What's going on) to find out what's going on including a variety of talks and workshops on job-seeking skills and career insight courses.
- ◆ Work through our online Career Planning Programme, www.careers.ed.ac.uk/cpp to help you identify factors that are important to you in your career and what you have to offer an employer.
- ◆ Use Prospects Planner to generate career ideas by reflecting on your skills, interests, abilities and motivators, and how these relate to different occupations. It is available via the web at www.prospects.ac.uk (go to 'what jobs would suit me' in the 'jobs and work' section).
- ◆ Attend the Careers Fair on 11 & 12 October, Adam House where you can talk to employers about internships and graduate jobs. There's also a Travel and Volunteering Fair on 26 October which may be of interest. See www.careers.ed.ac.uk/fairs for details.
- ◆ Also use SAGE to look for part-time work during semester or volunteering opportunities to gain additional experience.

Explore your options now and use your time productively to ensure you make informed decisions about your future.

Staff research interests

Details of the Psychology staff and facilities are updated regularly on the Psychology website: www.psy.ed.ac.uk

ASSESSMENT & EXAMINATIONS

Assessment regulations

The Undergraduate Assessment Regulations are available at:

<http://www.aaps.ed.ac.uk/regulations/exam.htm>

- Students will be issued with marks for first semester courses. These marks are however provisional and are subject to confirmation by the Board of Examiners which meets in the summer.
- Students who are taking Psychology 3 courses as part of an Ordinary/General degree programme are eligible to resit examinations that they have failed at the first attempt.
- Students who are taking Psychology 3 courses as part of an Honours degree programme are only permitted one assessment attempt (ie are not eligible to resit failed examinations). However, if an honours student is absent from one or more examinations due to medical or other special circumstances, the Special Circumstances Committee and the Board of Examiners (in June) will consider the case and decide on an appropriate course of action. Possible decisions include permitting or requiring the student to sit the missed examinations as a first attempt in the August diet.
- Students who fail courses in third year amounting to not more than 40 credits may, at the discretion of the Board of Examiners, be awarded these credits by aggregation, provided their mean mark across the full 120 credits of their third year programme of study is at least 40% and they satisfy any other specific requirements of the degree programme.
- For Ordinary/General degree students, the award of credits by aggregation may be used to enable a student to graduate.
- For Honours degree students, the award of credits by aggregation may be used to enable a student to progress to the 4th year of honours. Honours students who fail courses with circumstances that do not fall under these conditions (eg more than 40 credits failed, or a mean mark of less than 40%) will not be allowed to progress to the 4th year of honours and will instead be required to take extra courses in order to qualify for an Ordinary/General degree.
- The two honours years have equal weighting in the final degree classification, ie 3rd year and 4th year each count 50% towards the final degree. (The only exception to this is students taking their 3rd year at an overseas university; for these students degree classification is based entirely on their 4th year marks.)

Examination timetable

Students are responsible for ascertaining their examination times. Examination timetables are published by Academic Registry on their website <http://www.registry.ed.ac.uk/Examinations/>. It is possible that some examinations will be scheduled on Saturdays. As stated in the University's Degree Examination Regulations, "candidates for degree examinations may not appear for examination at times other than those prescribed, or at a place other than the designated one, except in cases of serious illness, injury or physical handicap, or on grounds of religious scruples or unavoidable overlapping of examination hours, or in other exceptional circumstances". Any student who thinks they will be affected by exceptional circumstances of this type should notify the Course Organiser at the earliest possible opportunity.

Examination results

As soon as the results for degree examinations are available, they will be issued by Academic Registry to students via the Edinburgh Student Portal (MyEd) sometime in mid June but it is not possible to specify exact dates. Please do not telephone Academic Registry or Psychology staff to ask for your results as University policy does not allow results to be given over the telephone. In cases of exceptional difficulty, you should consult your DoS.

Students who are absent from one or more examinations due to medical or other special circumstances, may, at the discretion of the Board of Examiners, be permitted or required to sit these examinations as a first attempt in the August diet. In this instance, students are strongly advised to avoid making plans which might conflict with re-sit examinations until they know their examination results

Examination appeals procedure & procedure for notifying extenuating circumstances

The University's appeals procedure regarding examination results is outlined fully in the Undergraduate Assessment Regulations <http://www.aaps.ed.ac.uk/regulations/exam.htm>. Students should particularly note the following extract from the regulations:

- 16.1 This Section sets out the mechanism and grounds for appeal. For the purpose of this Section, "examination" is understood to include any written, practical or oral examination, continuously assessed coursework or dissertation which counts towards the final assessment.
- 16.2 Factors which may adversely affect a student's performance in an examination or in assessed coursework over the year, such as personal illness or the illness of a close relative or partner, must be drawn to the attention of the Examiners in writing by the student as soon as possible and, in any event, before the meeting of the Board of Examiners. (See 9.11 to 9.13.)
- 16.3 A student may appeal against an examination result on the grounds of:
 - (a) substantial information directly relevant to the quality of performance in the examination which for good reason was not available to the examiners when their decision was taken. Ignorance of the requirement mentioned in paragraph (16.2) above to report timeously factors which may have adversely affected a student's performance, or failure to report such factors on the basis that the student did not anticipate an unsatisfactory result in the examination, can never by themselves constitute good reason; and/or
 - (b) alleged irregular procedure or improper conduct of an examination. For this purpose "conduct of an examination" includes conduct of a meeting of the Board of Examiners.

HOW TO CALCULATE YOUR FINAL MARK

Your final mark is based upon exams and practical reports.

The various components of the course are weighted as follows:

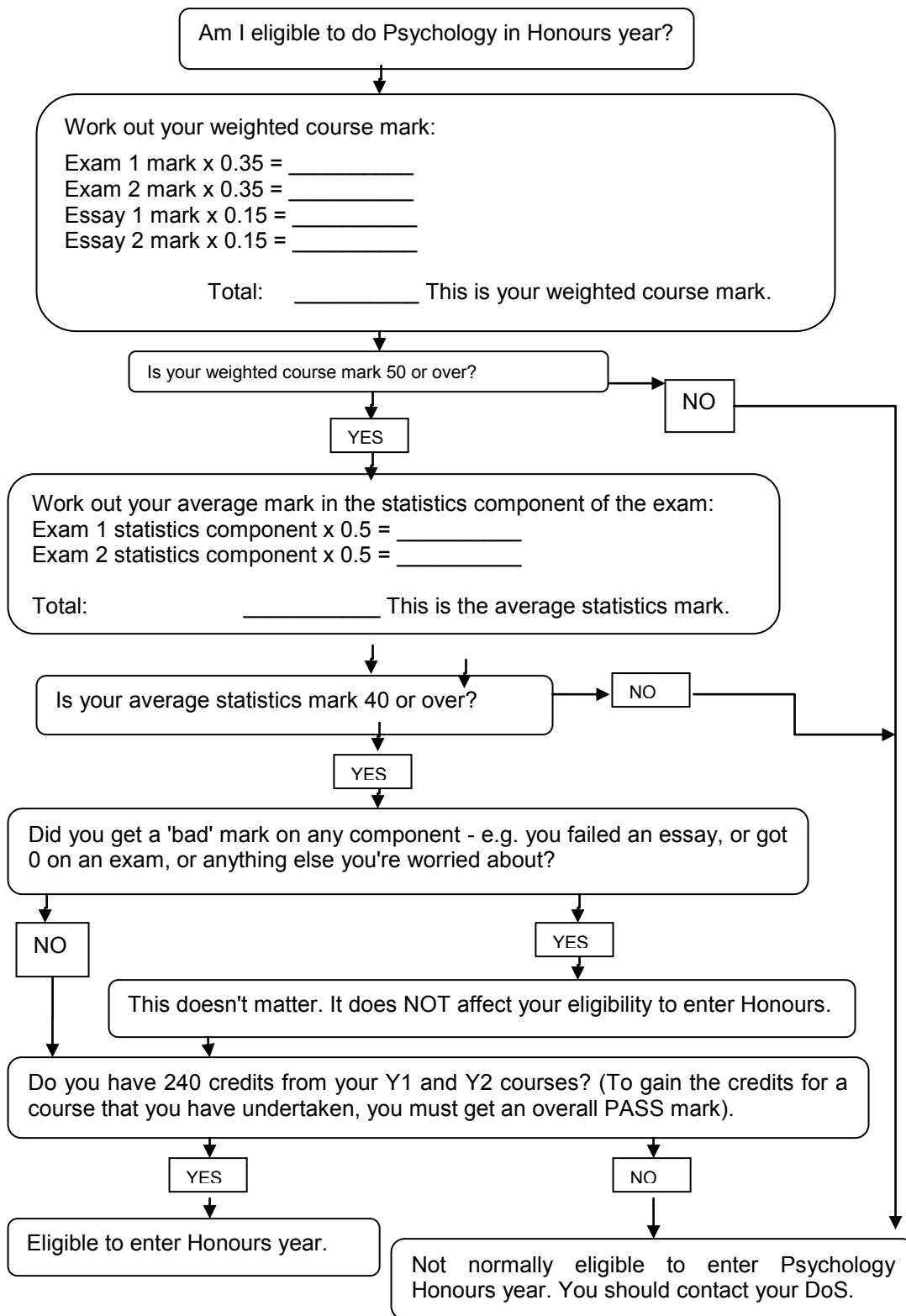
- Semester 1 exam = 35%
- Semester 2 exam = 35%
- Final practical report 1 = 15%
- Final practical report 2 = 15%

A student whose overall final mark is a **FAIL** (<40%) at the first attempt, must sit **BOTH** papers in the resit examination.

Honours Admission

Admission to Honours Psychology will normally require the achievement of a final overall mark of A, B or C grade at the first attempt (across S1 and S2 combined) together with a final overall mark of 40% or above in the statistics component (across S1 and S2 combined). **Practical reports do not count for the calculation of the statistics component.**

Please note that all students will be sent a letter to their home address in June, which will state whether they have gained entry to honours or failed entry (and what further steps they can take to appeal if they wish to do so). A letter of appeal should be sent to the Convenor of the Exam Board, Dr Maggie McGonigle, with a submission date to be informed. The decision of the Appeals Committee is final, and will be advised by the end of July.



Structure of semester 1, semester 2 and August diet of exams

It is important that you consolidate course material throughout the semester rather than leaving all your revision to the end.

There are **two degree examinations**, one at the end of each semester and also an August re-sit exam, each lasting 3 hours, which consists of section A where you choose 2 essay questions to answer; and section B which is a compulsory section on statistics and research methodology. The exams are based on material covered that semester (i.e. lectures and the relevant reading). You are advised to spend about 2 hours on section A and one hour on section B.

August re-sit exams as a 1st sit

Students who miss either exam for good reason e.g. on medical grounds, can take the exam as a first sitting, provided that they submit relevant details and documentation via their DoS, to the Special Circumstances Committee, and subject to the Board of Examiners' approval. Students **must provide appropriate medical evidence when submitting a Special Circumstances form**. Students must answer questions from the paper relating to the exam they missed i.e. Paper 1 for semester 1 exam and Paper 2 for semester 2 exam.

Re-sit exams

A student whose overall final mark is a **FAIL** (<40%) at the first attempt, must sit **BOTH** papers in the re-sit examination. Coursework does not contribute towards the re-sit mark. The grade for a re-sit will be based entirely on the examination mark, unless the Board of Examiners explicitly specifies otherwise. Students who fail and have to re-sit will not normally be considered for Honours entry on the basis of their re-sit mark (see p12 honours admissions).

Exam times and venues are decided by Academic Registry and details can be found on the Academic Registry website. It is the student's responsibility to be available until the end of the examination diet

Practical reports (2 submissions)

Each final report will consist of a draft introduction and method section and a draft results and discussion section. Each initial draft write-up will be given feedback which should then be incorporated into your final report. The final report mark will contribute to your overall final mark (see p13)

Submission dates can be found in the Practical handbook and also in the table below. Guidelines on writing reports can be found in the practical handbook.

Report submission deadlines for semester 1	
Week 4	Draft Introduction and Method section
Week 7	Draft Results and Discussion section
Monday 28 November	Final report (word count 3,500)

Report submission deadlines for semester 2	
Week 4	Draft Introduction and Method section
Week 8	Draft Results and Discussion section
Monday 2 April	Final report (word count 3,500)

You are expected to submit work on time to avoid losing marks. 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 reports as **early** as possible. All deadlines are given in the practical handbook so you can plan ahead, and the practical course has weekly tasks which will help you organise your time. Bear in mind you may have more than one deadline for different courses around the same time.
- complete the final report **by the Friday before** your hand in 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.

All final reports must be word-processed, and **submitted in two forms by the deadline:**

1. **one hard copy** should be placed in the box marked PSYCHOLOGY 2 in the entrance foyer of 7 George Square. You must attach a coversheet which incorporates a 'declaration of own work' form (copy beside the essay box).
2. **an electronic copy** must be submitted via Turnitin. A link is available via WebCT, Access is arranged and details provided in week 2.

Practical report return

Reports are returned after they have been marked, second-marked and moderated. Return dates are set out at the beginning of the Practical handbook.

Penalties for late submission

For each day (incl weekend) that work is late, the mark will be reduced by 5%. On day 6, those who have submitted no version whatsoever (neither electronic NOR hard-copy) receive a mark of zero. Those who have submitted one version only (either electronic OR hard-copy) lose a further 10% on day 6, and no further marks thereafter. In total, therefore, you will forfeit 35% of your grade if you fail to submit BOTH hard and electronic copies, and this failure is taken very seriously.

Retaining records of your work

Students must retain, until the end of the course in June, all materials and raw results used in preparation of the project reports. This means you must retain completed paperwork for each of the participants in your project. Students may be asked to demonstrate, by presenting their raw data, that they have actually carried out the experiment they describe in their project reports. Please note that the SPSS file which stores results for all participants will not be sufficient for this.

Skills developed during a degree in Psychology

The course aims to extend the breadth and depth of topics to which students were introduced in first year. Together with the first year course, this provides a broad introduction to psychology for those who will move on to other areas of study in third year and also provides a platform for those who will go on to study psychology in third and fourth years. Information about the specific objectives of the various sections of the course is provided in the lecture summaries later in the handbook. Below are the course objectives (and skills to be acquired), as well as the skills that should be acquired during your degree as a whole. This forms part of the programme specifications for Psychology degrees, which are available at

http://www.ppls.ed.ac.uk/students/undergraduate/undergraduate_degree_programme_specifications.php

- 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 inter-relationships
- 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, group-work skills).

Reading

There is not one recommended textbook for the lecture content of the course. Recommended reading is provided for each lecture course.

However, there is a **recommended textbook** for the Methodology & Statistics element of the lecture course which you are **strongly** encouraged to buy:

- *Introduction to Statistics in Psychology (5th edition)* by D. Howitt & D. Cramer (published by Harlow: Pearson Education Ltd).

There is also an **essential textbook** for the practical element of the course which you must buy and bring along to every practical session:

Field, A. (2009). *Discovering Statistics Using SPSS*. London: Sage Publications Ltd.

Exam skills

The Psychology Library, University Main Library and Teaching Learning Assessment Centre in Moray House all have study skill materials available for those who want to develop their exam essay writing skills. The two references below might be of some use in developing your own exam skills:

Collins, S.C., & Kneale, P.E (2001) *Study skills for psychology students: A practical guide*. London: Arnold.

Heffernan, T.M. (2000). *A Student's guide to studying psychology*. Hove: Psychology Press

Learning outcomes:

By the end of the course, students should:

- Have an understanding of the different approaches used to investigate psychological issues and the means by which psychologists obtain and evaluate evidence and draw conclusions in various areas of psychology.
- Know how to perform psychological experiments.
- Know how to carry out non-experimental research in psychology.
- Know how to interpret and draw quantitative conclusions from psychological data and how to present psychological results.
- Summarise theoretical knowledge relevant to a particular topic in a clear, well-organised manner.

Course objectives and transferable skills

- **Acquisition of information** from lectures, textbooks and journal articles will be assessed by essays written in the two degree exams, and the literature-reviews in the introductory sections of practical reports.
- **Problem solving and numerical skills** will be taught through interpretation of data from class practicals, tutorial exercises and the projects carried out during the practical course, supported by sessions on methodological topics in the lecture course. They will be assessed by practical reports.
- **IT skills** will be enhanced by work in the practical sessions using computer-based statistical packages for data handling and analysis, and by internet-based research. IT communication skills will be developed by using a variety of tools to interact with the teaching team and other peers. Instruction and support for use of statistical packages will be provided during the course. Students must word-process their practical reports, and this can be carried out using public-access computers in the University.
- **Interaction and co-operative work** will be developed through work in teams during the practicals (particularly in the execution of the research projects).
- **Academic writing skills** will be taught and assessed by means of practical reports following the standard (APA) format for journal articles in psychology.

**University of Edinburgh EXTENDED COMMON MARKING SCHEME: from session 2005-6
Passed by SENATUS**

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

Comments for markers and students

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 see:

<http://www.disability-service.ed.ac.uk>

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

E 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.

F 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.
-

Adapted from Lowrey, McQueen & Robertson (2005) by Ellen Gurman Bard, Peter Milne, Martha Whiteman.
Lowrey, J., McQueen, A., Robertson, A. (2005, May). College Undergraduate Studies Committee (HSS) Report of Working Group on ECMS, Edinburgh: University of Edinburgh CHSS UGSC.

PLAGIARISM

It is very important that all students understand the University's rules about plagiarism. Students sometimes break these rules unintentionally because they do not realise that some of the ways in which they have incorporated other people's work into their own, before they came to this University, may be against the rules here.

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another, for one's own benefit. Plagiarism is a serious disciplinary offence and even unintentional plagiarism can be a disciplinary matter.

The full text of the University's policy, and a statement of the steps which the University may take in cases where a candidate uses or is thought to have used the work of another person or persons in his/her work, are listed in full in the section on Plagiarism and Cheating in the examination regulations which can be found at:

<http://www.aaps.ed.ac.uk/regulations/exam.htm>

The guidance given below is intended to clear up any misunderstandings you may have about plagiarism in relation to Psychology. This includes the University's regulations, procedures for dealing with different kinds of plagiarism and advice about what to do if you are accused of plagiarism. If you are still unsure about how to avoid plagiarism, having read these guidance notes, then you should approach the relevant Course Organiser for further advice.

Plagiarism in student publications

The results from student coursework (projects, literature reviews, dissertations) can sometimes be of high enough quality to be submitted for publication in a peer-reviewed journal and/or presentation at a conference. This is particularly true for 4th year dissertations, but can apply to any work of sufficient quality, and especially where novel data or ideas are generated. Most projects are conceived of (or have their principal methodology designed) by the faculty staff-member supervisor. In such cases, students should not expect to play an authorship role unless the student has been invited to contribute to the writing of the manuscript. For projects that are conceived of (and/or are primarily designed) by the student(s), a discussion between the supervisor and student(s) should take place to clarify each person's level of contribution, and, if a paper is to be written, the order of authorship. Students should note that it is essential that the supervisor's intellectual contribution to the project and intellectual property rights are acknowledged, and that therefore, **the output of a supervised project or review must NOT be submitted to a journal or conference without the supervisor being consulted.** A staff member's supervision of projects **represents intellectual property in its own right, and so must be recognised when authorship is discussed.** For similar reasons, where two or more students collaborate on a project, all potential student authors must also be consulted.

Students who consider that they may have grounds for appeal are advised to consult their DoS and a student advisor in the EUSA Advice Place in the first instance.

Guidance on issues surrounding plagiarism can be found at:

http://www.psy.ed.ac.uk/psy_research/documents/BPS%20Principles%20of%20Publishing%20-%20Authorship,%20Duplicate%20Publication,%20Plagiarism,%20etc.pdf

Avoiding Plagiarism

This process of referencing may seem rather complicated and arbitrary, if it is new to you, but it should begin to make more sense as you progress through your studies here. In order to assess your work and to give you useful feedback your marker needs to have a clear sense of what ideas you have developed for yourself and what comes from elsewhere. To be fair to all of the students on the course it is important that each student is given grades that accurately reflect their own efforts. As you learn to produce work at a university standard, you are developing the skills that will allow you to participate within wider communities of scholars. In these communities new knowledge and understanding is often developed by building on the work of others. By properly acknowledging earlier work you give credit where it is due and help to maintain the integrity and credibility of academic research in this area. Clear referencing also allows readers to learn about the wider literature through your work. It is often the case that understanding the ways in which particular scholars have contributed to the development of the literature makes it much easier to make sense of the current state of play.

In Psychology there are certain facts which are so well known that it is not necessary to provide references for them in your work. This is what is known as the 'common knowledge' of this subject area. At first it can be difficult to know what is and is not common knowledge and it is better to err on the side of giving references if you are in doubt.

Sometimes, even when students know what plagiarism is, they find it hard to know what to do instead. In other words, it can be hard to understand how to develop and express your own **ideas in an** appropriate manner for your assessed work. You may wonder, for example, what you can add to the debate on a topic when the authors whose work you are reading seem to know much more than you do. This is something you will be learning to do gradually over the course of your studies. One way to learn about this is to pay close attention to the ways in which your lecturers generate arguments or support their points. You might also want to read about current debates to see how claims and counter-claims are made. To start you off, here are some questions that you could ask yourself to help to develop your own views about a topic –

Can I learn anything from comparing and contrasting these rival points of view?

What do I find particularly convincing about this author's argument?

Could the criticism made by author A of the work of author B also be applied to author C?

Do I believe the claims made from this study, given the sample with which it was conducted?

What is the author's purpose in writing this article?

What has the author focused on and what is left out?

Does what the author is saying fit with my own experiences?

Have any claims or predictions been tested?

Is the evidence given to support the arguments convincing?

Is the author trying to argue by unfair means, for example, by oversimplifying or misrepresenting an opposing viewpoint?

Students sometimes wonder where to draw the line between discussing their ideas with their peers (which can be an excellent learning experience) and unacceptable collusion. The time to be particularly careful is when you are preparing work for assessment. You need to be certain that the work you submit represents your own process of engagement with the task set. You may get into difficulty if, for example, reading another student's plan for their work influences you, or if you show them your plan. Assisting another student to plagiarise is a cheating offence. You can read more about this issue in the FAQ at the end of the University's general plagiarism guidance <http://www.aaps.ed.ac.uk/regulations/Plagiarism/Intro.htm>

As a student, you are part of a community of fellow students, academics and other people. So, we DO want you to talk to one another, to share experiences, and to discuss problems - including the assignments you have been set. If you find a useful source of information in the library or on the World Wide Web, etc., then you SHOULD let other people know about it. That's what being in a community is all about - co-operating and learning together, helping one another to gain the most from your time at university.

BUT the crucial point is that, when you come to producing the piece of work that will be assessed, it must be entirely your own work, written by you in your own words, and containing your own interpretations, ideas, approaches etc. If you use other people's words or major ideas, then you should state clearly where they come from. If you use diagrams or photos from published works (as you should do, when appropriate) then you should state where the diagram or photograph came from, and also add your own caption or footnotes to it, not those of the original source. In other words, it is quite easy to avoid plagiarism, while also being a good friend and neighbour. All you need to do is make sure that you put your own effort into the material you submit for assessment, and that you acknowledge the sources on which your work draws. (More detailed guidance on referencing format etc. will be available from staff at relevant points in the course.)

Accidental plagiarism is sometimes a result of a student not yet having fully come to terms with how to study effectively at university. For example, the ways in which students take their notes sometimes makes it difficult for them to later distinguish between verbatim quotes, paraphrased material and their own ideas. A student may also plagiarise unintentionally because they have been feeling daunted by a piece of work and so have put it off for so long that they have had to rush to meet the deadline. If you think these kinds of wider issues may be relevant to you then you should discuss this with your tutor or demonstrator. You may also wish to look at the web site of the University's Centre for Teaching Learning and Assessment which gives details of workshops and resource materials about effective learning at university, some of which are relevant to plagiarism (www.tla.ed.ac.uk under (undergraduates)).

SEMESTER 1 LECTURE LIST

Lectures will be from 11.10am - 12 noon

Monday in Appleton Tower, Lecture Theatre 3

Tuesday in David Hume Tower, Lecture Theatre A

Thursday in Appleton Tower, Lecture Theatre 3

Week		Date	Topic	Staff
1	M	19/9/11	Course admin & Practical Report Writing (CO/Teaching Co-ordinator)	
	Tu	20/9	Methodology & Statistics 1	EG
	Th	22/9	Psychology of Language 1 (Prof Tim Bates)	TB
2	M	26/9	Psychology of Language 2	TB
	Tu	27/9	Methodology & Statistics 2	JF
	Th	29/9	Psychology of Language 3	TB
3	M	3/10	Psychology of Language 4 (Prof Martin Pickering)	MP
	Tu	4/10	Methodology & Statistics 3	EG
	Th	6/10	Psychology of Language 5	MP
4	M	10/10	Psychology of Language 6	MP
	Tu	11/10	Methodology & Statistics 4	EG
	Th	13/10	Planning For Your Future (Elizabeth Mortimer, Careers Adviser)	
5	M	17/10	Cognitive Psychology 1 (Dr Richard Shillcock)	RS
	Tu	18/10	Methodology & Statistics 5	EG
	Th	20/10	Cognitive Psychology 2	RS
6	M	24/10	Cognitive Psychology 3	RS
	Tu	25/10	Methodology & Statistics 6	EG
	Th	27/10	Cognitive Psychology 4	RS
7	M	31/10	Cognitive Psychology 5	RS
	Tu	1/11	Exam Essay Writing (Teaching Co-ordinator)	
	Th	3/11	Cognitive Psychology 6	RS
8	M	7/11	Cognitive Psychology 7	RS
	Tu	8/11	Neuropsychology 1 (Dr. Jennifer Foley)	JF
	Th	10/11	Neuropsychology 2	JF
9	M	14/11	Neuropsychology 3	JF
	Tu	15/11	Neuropsychology 4	JF
	Th	17/11	Neuropsychology 5	JF
10	M	21/11	Neuropsychology 6	JF

12 to 21 December consolidation and examinations

SEMESTER 2 LECTURE LIST

Lectures will be from 11.10am - 12 noon

Monday in Appleton Tower, Lecture Theatre 3

Tuesday in David Hume Tower, Lecture Theatre A

Thursday in Appleton Tower, Lecture Theatre 4

Week	Date	Topic	Staff	
1	M	16/1/12	Abnormal Psychology 1 (Dr Alexander Weiss)	AW
	Tu	17/1	Methodology & Statistics 7	EG
	Th	19/1	Abnormal Psychology 2	AW
2	M	23/1	Abnormal Psychology 3	AW
	Tu	24/1	Methodology & Statistics 8	EG
	Th	26/1	Abnormal Psychology 4	AW
3	M	30/1	Abnormal Psychology 5	AW
	Tu	31/1	Methodology & Statistics 9	EG
	Th	2/2	Abnormal Psychology 6	AW
4	M	6/2	Abnormal Psychology 7	AW
	Tu	7/2	Methodology & Statistics 10	EG
	Th	9/2	Social Psychology 1 (Prof Andy McKinlay)	AMK
5	M	13/2	Social Psychology 2	AMK
	Tu	14/2	Methodology & Statistics 11	EG
	Th	16/2	Social Psychology 3	AMK
6	M	20/2	Innovative learning week	
7	M	27/2	Social Psychology 4 (Dr Alison Lenton)	AL
	Tu	28/2	Methodology & Statistics 12	EG
	Th	30/2	Social Psychology 4	AL
8	M	5/3	Social Psychology 6	AL
	Tu	6/3	Historical & Conceptual Issues in Psychology 1 (Dr Peter Lamont)	PL
	Th	8/3	Historical & Conceptual Issues in Psychology 2	PL
9	M	12/3	Historical & Conceptual Issues in Psychology 3	PL
	Tu	13/3	Historical & Conceptual Issues in Psychology 4	PL
	Th	15/3	Historical & Conceptual Issues in Psychology 5	PL
10	M	19/3	Historical & Conceptual Issues in Psychology 6	PL
	Tu	20/3	Cognitive Development 1 (Dr Maggie McGonigle)	MMG
	Th	22/3	Cognitive development 2	MMG
11	M	26/3	Cognitive development 3	MMG
	Tu	27/3	Cognitive development 4	MMG
	Th	29/3	Cognitive development 5	MMG
12	M	2/4	Cognitive development 6	MMG
	Tu	3/4	Cognitive development 7	MMG

23 April to 25 May consolidation and exams

LECTURE & COURSEWORK DETAILS

ABNORMAL PSYCHOLOGY: Dr Alexander Weiss

Overview: Abnormal psychology is the branch of psychology concerned with the description, prediction, explanation, and, eventually, treatment of variations in human behaviour that are pathological. This module will cover some of the major disorders, focusing primarily on what research has to say about their biological bases and the implications they have for treatment. In addition, the module will describe several methodological approaches, ask fundamental questions about the meaning of normality, and, finally, examine how these issues have been addressed by the laws and courts.

Note: Please arrive punctually as I intend to show short video clips at the beginning of each class. While watching these videos, I expect everybody to behave with decorum.

Learning outcomes: By the end of the course, students should:

- understand how several psychiatric disorders are classified and categorised.
- know the symptoms of these same psychiatric disorders, and, where applicable, how they are categorised.
- understand how common various disorders are.
- be familiar with research findings related to causal factors and outcomes of these disorders.
- know how disorders are treated via behavioral and pharmacological therapies.
- understand how the law deals with people who have disorders.

Abnormal Psychology 1:	Definition of normality/abnormality
Abnormal Psychology 2:	Anxiety and affective disorders
Abnormal Psychology 3:	Bipolar disorders
Abnormal Psychology 4:	Eating and body dysmorphic disorders
Abnormal Psychology 5:	Thought disorders
Abnormal Psychology 6:	Personality disorders
Abnormal Psychology 7:	Legal issues

Reference (recommended textbook)

Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology* (13th edition). Pearson International Edition. Allyn and Bacon.

Other references will be given during the lecture block.

COGNITIVE DEVELOPMENT: Dr Maggie McGonigle

Overview: This course gives a broad picture of different aspects of children's development in the first ten years of life. It addresses universal aspects of the psychology of the developing child; the route by which children come to know and represent their natural environment is described with respect to early and later perceptual development, memory and natural language. It also addresses the acquisition of some specific cultural rules that can present problems during the school years such as learning words for classes and categories, grammatical rules for sentence production, number conventions, mathematics, and rules for representing reality in drawing. The aims and objectives of the course are to give students an overview of WHAT develops during the childhood years, in terms of the complex interplay between maturing natural knowledge structures on the one hand, and the influence of social enculturation and formal tuition on the other.

Learning outcomes: By the end of the course, students should:

- know how new techniques in infancy research have helped us to understand the course of perceptual and cognitive development in the first two years.
- have a basic knowledge of how language is acquired and the difficulties encountered when children have to conform to the rules of grammar.
- know how and why elementary arithmetic poses difficulties for children in the early school years,
- be able to describe the course of drawing skills in young children.

In all of these areas, students should be able to cite key studies and know the names of the relevant investigators.

Cognitive Development 1:
Introduction and overview

This sets out the course objective: to draw on the many sources of information that gives us a picture of the complex nature of human cognitive development, particularly the interactions between natural and enculturated forms of knowledge without the spin of a particular theory or theories (though some of these will be briefly reviewed). It will then provide a refresher and reminder of classic and contemporary techniques for studying early development.

Cognitive Development 2:
Space, face and inter-modal perception in infancy

This lecture shows how the new techniques for studying infancy have altered our understanding of early cognition. This will be illustrated with contemporary research on the visual perception of space, faces and objects, and intermodal sensory integration.

Cognitive Development 3:
Perceptual development
And memory

Perceptual development after infancy shows that there is still a huge amount of perceptual 'learning' after the first year of life, related to the development of categorisation skills and explicit memory systems. This will be illustrated with examples from face processing and discrimination of letter-like forms by school age children. Studies showing related changes in explicit memory will also be described.

Cognitive Development 4:
Giving knowledge a voice

From the very first, children's show spontaneous attempts to vocalise and a rapidly acquired system for discriminating speech sounds. The path from such learning to elementary meaning and elementary grammar will be described, illustrated with examples from prelinguistic vocalisation, the emergence of meaning during dyadic communication, and the emergence of elementary sentence production.

Cognitive Development 5:
Acquiring a linguistic culture

Further developments in language acquisition reveal the cognitive constraints that can make the acquisition of culturally imposed rules for language use very difficult for pre-school and school age children. This will be illustrated with examples from the learning of category names, mass nouns and adjectives, and from the learning of certain grammatical structures such as relative clauses, questions, negation and passives.

Cognitive Development 6:
Acquiring a mathematical culture

A very similar story arises in the world of counting and mathematics. Initially there are fairly universal 'unschooled' ways of quantifying and distributing amounts, but there are some clear patterns of difficulty later in acquiring the 'rules' of the base ten system, writing numbers down, and performing simple arithmetic. It is complicated further by the multi-media methods of teaching maths where some of the rules are taught at a symbol level, and others at a concrete level

Cognitive Development 7:
The tools of creativity

Even self-expression through drawing becomes subject to cultural rules. Early drawing shows pre-schooled 'universals' such as the 'tadpole' method of drawing a man, but later drawing development shows distinct patterns of difficulty in acquiring rules of occlusion, perspective and so on. This lecture illustrates that being 'schooled' in certain culturally imposed ways actually enables freedom of expression and true creativity

References (specific pages/chapters will be given in the lectures):

Bower, T.G.R. (1982). *Development in infancy 2nd ed.* Freeman, San Francisco.

Butterworth, G. & Harris, M. (1994). *Principles of developmental psychology.* LEA, Hove.

Lecture 3: Bremner, G. Slater, A. & Butterworth, G. *Infant development: recent advances.* Psychology Press, Hove.

Gibson, E.J (1991) *An odyssey in learning and perception.* MIT, Cambridge, MA.

Lecture 4: Gleason, J.B. (1992). *The development of language 3rd ed.* Macmillan, New York.

Goswami, U. (1998). *Cognition in children.* Psychology Press, Hove.

Lecture 5: Gleason, J.B. (1992) *The development of language 3rd ed.* Macmillan, New York.

Clark, H.H. & Clark, E. (1977) *Psychology and language.* Harcourt Brace Jovanovich, New York.

Lecture 6: Fuson, K. (1988) *Children's concepts and counting of number.* Springer, New York.

Nunes, T. & Bryant, P.E. (1996) *Children doing mathematics.* Blackwell, Oxford.

Lecture 7: Cox, M. (1992) *Children's drawings.* Penguin, London.

Cox, M. (2005) *The pictorial world of the child.* CUP, Cambridge.

COGNITIVE PSYCHOLOGY: Dr Richard Shillcock

Overview: The course objectives are to demonstrate the major approaches cognitive psychologists follow in their effort to understand how a person perceives, communicates, understands and remembers.

Learning outcomes: By the end of the course, students should:

- understand the logic of the different approaches to psychological study
- understand the core issues in each area of cognition
- understand some of the principal experimental paradigms.

Cognitive Psychology 1:	Principles of the approach
Cognitive Psychology 2:	Attention
Cognitive Psychology 3:	Concepts and categories
Cognitive Psychology 4:	Reasoning and decision making
Cognitive Psychology 5:	Speech perception
Cognitive Psychology 6:	Problem solving
Cognitive Psychology 7:	Connectionist modelling

We will sample the relevant chapters from Ashcraft's *Cognition* (Fourth edition). For each lecture a specific reading is also provided to give a cutting-edge view of one aspect of one of the issues, and a close-up of how the more general issues play out specifically. Eysenck & Keane (5th edition) is good for further reading and revision on particular issues; it is somewhat denser than Ashcraft. Groome et al. is good for further reading from the perspective of impairment. However, general textbooks will only take you so far.

References/specific readings:

Ashcraft, M.H. (2006). *Cognition*. Pearson International Edition.

Lecture 1: Weisberg, M. (2007). Three kinds of idealization. *Journal of Philosophy*, 104, 639-659.

Lecture 2: Klein, R.M. (2000). Inhibition of return. *Trends in Cognitive Sciences*, 4, 138-147.

Lecture 3: Solomon, K.O., Medin, D.L. & Lynch, E. (2000). Concepts do more than categorize. *Trends in Cognitive Sciences*, 3, 99-105.

Lecture 4: Oaksford, M. & Chater, N. (2001). The probabilistic approach to human reasoning. *Trends in Cognitive Sciences*, 5, 349-357.

Lecture 5: McClelland, J. L., Mirman, D., & Holt, L. L. (2006). Are there interactive processes in speech perception? *Trends in Cognitive Sciences*, 10, 363-369.

Lecture 6: Clark, A. (1999). An embodied cognitive science? *Trends in Cognitive Sciences*, 3, 345-351.

Lecture 7: Elman, J.L. (2005). Connectionist models of cognitive development: where next? *Trends in Cognitive Sciences*, 9, 111-117.

Eysenck, M.W., & Keane, M.T. (1995). *Cognitive psychology: A student's handbook* (5th edition). Psychology Press.

Groome, D., Dewart, H., Esgate, A, Gurney, K., Kemp, R., Towell, N. (2006). *An Introduction to Cognitive Psychology Processes and Disorders*. Psychology Press.

HISTORICAL & CONCEPTUAL ISSUES IN PSYCHOLOGY: Dr Peter Lamont

Overview: Psychological knowledge is knowledge about how people think and behave, but it is itself the product of people (because Psychologists are people too) thinking and behaving in certain ways (doing Psychology). This has taken many different forms at different times and in different places. These different forms of psychological knowledge have been shaped by the wider social contexts in which they have been produced, and they have themselves shaped how people think and behave. In order to understand psychological knowledge, therefore, we need to understand what it has been, why it has taken the particular forms that it has, how this has affected us, and in what sense that continues to be the case.

Learning outcomes: By the end of these lectures, students should be able to demonstrate knowledge and understanding of:

- the nature of psychological knowledge
- the history of Psychology as a discipline
- how and why psychological knowledge has been constructed
- the wider implications of psychological knowledge

Lecture 1: How we see ourselves

Psychology as science, what that means and why it matters.

Lecture 2: How we used to see ourselves

A brief history of Psychology, and why we need to know our past.

Lecture 3: Why we changed our minds

The social construction of psychological knowledge, and the extent to which our social context has shaped our understanding.

Lecture 4: How this has changed us

The reflexive nature of psychological knowledge, and the ways in which it has changed what people are.

Lecture 5: What we might have been

A brief history of unorthodox psychological knowledge, and why it has been rejected.

Lecture 6: What we might be

Some ongoing conceptual matters, and what we might do with them.

Reference:

Brysbaert, M. & Rastle, M. (2009). *Historical and Conceptual Issues in Psychology*. Harlow: Pearson Education Limited.

METHODOLOGY & STATISTICS: Dr Elena Gherri (Semesters 1 & 2), Dr J Foley

Overview: This series of lectures aims to provide an introduction to the analysis of psychological data in experimental psychology. It is intended as a supplement to the more detailed coverage of many of these techniques in the practical course.

Learning outcomes: By the end of this course, students should be able to understand and apply statistical concepts ranging from data distributions to analysis of variance. More specifically, students will understand how to:

- Plan an experiment avoiding possible pitfalls in experimental design
- Understand and choose the methods available for the collection, analysis and report of qualitative and quantitative data
- Formulate appropriate statistical hypothesis and understand the logic of significance testing
- Describe a set of data, both numerically and graphically
- Describe the relationship between variables using appropriate statistical tests and graphs
- Understand the main ethical issues involved in designing and running experiments

Students will gain specific knowledge of statistical techniques required for the analysis of parametric and non-parametric data: correlations and comparison of means for independent-sample, related-sample and mixed experimental designs (and the related follow-up comparisons, where appropriate).

Lectures 1 & 2:	Introduction/Basic Statistical Concepts
Lecture 3:	Correlations
Lecture 4:	Parametric 2-group comparisons
Lecture 5:	One-way Analysis of Variance
Lecture 6:	Follow-up comparisons
Lecture 7:	Nonparametric 2-group comparisons
Lecture 8:	Two-way Analysis of Variance
Lecture 9:	Qualitative methods
Lecture 10:	Experimental design
Lecture 11:	Frequency data
Lecture 12:	Ethical issues

References:

Essential reading:

Howitt, D. & Cramer, D. (2011). *Introduction to Statistics in Psychology*. 5th edition. Harlow: Pearson Education Ltd.

THE TEXT BELOW IS REQUIRED FOR THE PRACTICAL ELEMENT OF THE COURSE, SO STUDENTS ARE EXPECTED TO PURCHASE IT.

Field, A. (2009). *Discovering Statistics Using SPSS*. London: Sage Publications Ltd.

NEUROPSYCHOLOGY: Dr Jennifer Foley

Overview: The course is designed to give a brief overview of neuropsychology, understood as the study of mental functions in the context of different brain disorders. It will discuss the aims and methods of neuropsychology, the classical neuropsychological syndromes as well as the central questions that continue to puzzle the researchers trying to understand the normal brain function through the study of its dysfunction.

Learning outcomes: By the end of the course, students should:

- recognise the milestones in the history of neuropsychology
- be able to identify the central concepts, theories and methods of neuropsychology
- understand the importance of selective cognitive deficits and double dissociations
- gain familiarity with the most relevant neuropsychological syndromes, such as aphasia, agnosia, apraxia, amnesia, hemi-neglect etc.

Neuropsychology 1:	Neuropsychology: A brief history of time
Neuropsychology 2:	How do we research how the mind works?
Neuropsychology 3:	Disorders of awareness and attention
Neuropsychology 4:	Disorders of visual perception
Neuropsychology 5:	Disorders of language
Neuropsychology 6:	Disorders of memory

References:

A pleasant, fascinating, and informative way to enter the field of neuropsychology is through the books by Alexander Luria and Oliver Sacks. The cited books below offer a particularly good introduction, but student may also wish to explore other books by these two authors.

Sacks, O. (1986). *The man who mistook his wife for a hat*. Picador.

Luria, A. (2002). *The mind of a mnemonist*. Harvard: University Press

Luria, A. (2004). *The man with a shattered world*. Harvard University Press.

For a more in-depth study of neuropsychology, the following textbook has an updated and anatomical approach:

Darby, D. & Walsh, K. (2005) *Neuropsychology: a clinical approach*. London: Churchill Livingstone.

The two classical textbooks taking a more cognitive perspective are:

McCarthy, R. & Warrington, E. (1990) *Cognitive Neuropsychology: A clinical introduction*. Oxford: Academic Press.

Ellis, A. & Young, A.W. (1996) *Human Cognitive Neuropsychology*. Hove: Psychology Press.

For a more clinical perspective, see:

Wilson, B.A. (1999). *Case studies in neuropsychological rehabilitation*. New York: Oxford University Press.

PSYCHOLOGY OF LANGUAGE: Prof Timothy Bates/Prof Martin Pickering

Overview: The course is designed to give an overview of key issues in the psychology of language, understood as the study of the human language faculty. It will discuss the cognitive framework in this area, the behavioural evidence, the biological underpinnings, and what can be learned from both impaired and unimpaired language users.

Learning outcomes: By the end of the course, students should:

- understand the cognitive framework through which we study language
- understand evidence from both impaired and unimpaired populations
- understand the link between biology and behaviour in language
- understand key mechanisms in the psychology of language

Psychology of Language 1:	Case studies in cognition: box and arrow models of the mind (TB)
Psychology of Language 2:	Case studies in cognition: from associations to double dissociations in language (TB)
Psychology of Language 3:	Genetics and cognition: Connecting biological and psychological levels of explanation (TB)
Psychology of Language 4:	Understanding language: Perceiving and understanding words (MP)
Psychology of Language 5:	Understanding sentences and texts (MP)
Psychology of Language 6:	The relation between language and the world. (MP)

References:

Lectures 1-3

Bates, T.C. (2006). Genes for reading & spelling. *London Review of Education*, 4, 31-47.

Caramazza, A. & Coltheart, M. (2006). Cognitive Neuropsychology twenty years on. *Cognitive Neuropsychology*, 23, 3-12.

Lectures 4-6

Goldstein, E.B. (2005). *Cognitive Psychology* (2nd edition). Belmont, C.A: Thomson Wadsworth. (Chapter 10, pp. 356-381).

Prof Pickering's lectures are based around this chapter: additional references will be given in the lectures.

Background reading on psychology of language (psycholinguistics) is available in all textbooks called "Cognition" or "Cognitive Psychology", for example:

Eysenck, M.W., & Keane, M.T. (2005). *Cognitive Psychology: A student's handbook* (5th edition). Hove: Psychology Press. (Part III).

More detailed background can be found in:

Harley, T.A. (2008). *The psychology of language* (3rd edition). Hove: Psychology Press. (Particularly Chapters 3, 10, 12).

SOCIAL PSYCHOLOGY: Prof Andy McKinlay/Dr Alison Lenton

Overview: This course comprises 2 parts. In part 1, lectures focus on 'attitudes,' one of the most important concepts in social psychology. In part 2, lectures focus on how we come to understand or explain other people, an issue referred to by social psychologists as 'person perception.'

Learning outcomes: By the end of the course, students should have:

- an understanding of different theoretical approaches in the study of attitudes
- experience of reading classic and contemporary examples of research on attitudes
- an understanding of different theoretical approaches in the study of person perception
- experience of reading classic and contemporary examples of research on person perception
- familiarity with the various research methods upon which social psychologists draw in the conduct of their research, including experimental and correlational methods.

Social Psychology 1: Attitude development	We discuss the formation of attitudes by way of defining 'attitude' (e.g., tripartite model); also, how attitudes are measured & what determines their strength/accessibility (AMcK)
Social Psychology 2: Attitude behaviour relationship	Do attitudes predict behaviour? We review models of the relationship between attitudes and behaviour, the evidence for/against the correlation between these concepts, and how these findings are used in advertising (AMcK)
Social Psychology 3: Attitude change and persuasion	We discuss cognitive dissonance, attitude inoculation, the elaboration likelihood model, and various persuasion techniques (AMcK)
Social Psychology 4: Understanding others' emotions	Here we discuss the interpretation and making of facial expressions as well as how culture and gender may qualify the standard findings (AL)
Social Psychology 5: Attributions	We discuss heuristics that explain why people do what they do (e.g., fundamental attribution error, actor/observer difference, self-serving bias) and also cross-cultural differences (AL)
Social Psychology 6: Impression formation	How do we form impressions of others? We discuss the concepts of 'trait centrality,' context effects, self-fulfilling prophecy, and the accuracy of our impressions (AL)

***References**

Essential Reading:

Baron, R.A., Branscombe, N.R., & Byrne, D. (2008). *Social psychology* (12th ed.). Boston, MA: Allyn & Bacon.

OR Hewstone, M., Stroebe, W., & Jonas, K. (Eds.). (2007). *Introduction to Social Psychology: A European Perspective* (4th ed.). London: Blackwell.

OR Hogg, M.A. & Vaughan, G.M. (2007). *Social Psychology* (5th ed.). London: Prentice Hall.

*Use the Table of Contents and/or Index to search for further information relevant to the content of the lectures. Exact page numbers are not provided to you by the lecturers, as searching for and identifying related ideas and findings, is a skill you need to practice and develop on your own.

MISCELLANEOUS

Out of hours working for all staff, postgraduates and students

Normal working week with servitor cover during these hours

Monday to Friday - 8.00 am to 5.30 pm

After hours working with no servitor cover during these hours

Monday to Friday - 5.30 pm to 9.00 pm

Saturday and Sunday - 9.00 am to 9.00 pm

Building entry after hours

Staff and postgraduates holding a university staff card and undergraduates (Y3/Y4 only) holding a valid matriculation card which allows access to the building, may do **normal work** in offices, computer labs and library after hours.

The Late Working book (servitor's desk by the entry door) should **ALWAYS** be signed on entering and leaving the building.

Vacate the building by 9.30 pm

Front gate locked by university Security at 10.00pm Monday to Sunday

Research work after hours (Non-Participants)

Research work, which does not involve especially hazardous activities or the use of participants, may be carried out after hours, provided that explicit permission has been given by a supervisory member of the academic staff, after due consideration of the risks, and adequate supervision is employed.

Research work after hours (Participants)

Before any research work using participants is carried out within the department, the relevant ethical permission must be obtained. If the researcher is testing participants out of hours, then the following rules must be followed:

1. No participant may be admitted to the building less than one hour before the end of working hours. Thus, **the last participant access is 8 pm.**
2. Visitors and participants must be signed into the Visitors book on arrival, and signed out on exit.
3. Participants must be escorted from the building by the researcher (i.e. the researcher must witness them leave the building).
4. If participant payment is offered, researchers should keep no more than one payment in the testing room. This is to minimise vulnerability to financial theft.
5. It is strongly recommended that researchers testing participants after hours should not work alone, but should work in pairs or groups, to minimise personal vulnerability.

Security checks

The University security staff have the authority to ask the identity of persons found in the building outside normal working hours and to check this information against entries in the late working book.

Safety

Fire routine procedure

All students should be familiar with the action to be taken in the event of a fire and on hearing the fire alarm and with the contents of notices describing the Building Safety Policy.

1. Familiarise yourself with the fire alarm points in your area (ie close to the lecture theatres, tutorial rooms or laboratories). Most alarms operate by breaking the glass to release a button.
2. On seeing a fire, report immediately by using the University emergency telephone Number 2222 from internal phones, and to any member of staff in the area. Leave the building immediately. The Safety Officer (Mr Ken Vogel) should also be informed.
3. You should also be familiar with the escape routes in the building. These are marked FIRE EXIT with an arrow to indicate the route to take.
4. Routes to Fire Exits must not be obstructed by chairs or the storage of goods.
5. On hearing the fire alarm (a continuous siren) leave the building directly by the nearest fire exit. DO NOT wait to collect bags etc. The last person leaving any room should close the door.
6. The fire assembly point for Psychology is outside the Hugh Robson building next door to 7 George Square.
7. There is a list of fire stewards and deputies posted on the walls at various points in the building. These members of staff will check (if possible without putting themselves at risk) that an area is clear and report to the safety officer.
8. It is important to remember that safety of people takes complete precedence over tackling outbreaks of fire.

Electrical safety

All portable electrical equipment (ie equipment which plugs into a socket) is safety checked every 2 or 4 years depending on type. All tested equipment should carry a green/white test sticker, and equipment without this sticker should not be used. Obvious damage, particularly to insulation on cables, should be reported to your supervisor and the equipment repaired before further use.

First aid officers

Names and telephone numbers are displayed on notices throughout the building.

First aid room (G20) with fully stocked First Aid kit.

Other safety considerations

Safety instructions and training for any specialist procedure or equipment will be given before use. If you encounter any circumstances where your or others' safety comes into question, please speak about this to your supervisor or demonstrator. Further information on safety policy and practice can be found on the Psychology website at <http://www.psy.ed.ac.uk/HealthSafety> and on the University Health and Safety Department website at <http://www.safety.ed.ac.uk>.

**Department of Psychology
School of Philosophy, Psychology & Language Sciences**

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650 3456	Weiss , Dr Alexander	<i>alex.weiss@ed.ac.uk</i>	B18
650 3411	Widdicombe , Dr Sue	<i>s.widdicombe@ed.ac.uk</i>	UF35

Semester 1		Dates for academic year 2011/12
September 12-16		Induction Week
19		Start of Teaching Block 1
October 21		End of Teaching Block 1
24		Start of Teaching Block 2
November TBC		Graduations
December 2		End of Teaching Block 2
5-9		Revision
12-21		Examinations
21		End of Semester 1
22		Winter Teaching Vacation starts
24-31		University closed
Semester 2		
January 1-3		University closed
13		Winter Teaching Vacation ends
16		Start of Teaching Block 3
February 17		End of Teaching Block 3
20-24		Innovative Learning Week
27		Start of Teaching Block 4
April 6		End of Teaching Block 4
9		Spring Teaching Vacation starts
20		Spring Teaching Vacation ends
23-27		Revision
30		Examinations start
May 25		End of Semester 2/End of Examinations
June 2012		
TBC		Graduations start
July 2012		
TBC		Graduations end