Psychology 2 Course Guide
2014-2015
(PSYL08002/PSYL08005/PSYL08006)

Course Organiser
Dr René Mõttus (rene.mottus@ed.ac.uk)

Course Secretary
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School of Philosophy, Psychology and Language Sciences
University of Edinburgh
1. Course Organisation

Course Organiser
Dr René Möttus
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Mark Horne
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Course Secretary
Ms Stephanie Fong
Email: s.fong@ed.ac.uk
Phone: 0131 650 3628
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Student Support Officer
Miss Mhari Davidson
Email: mhari.davidson@ed.ac.uk
Phone: 0131 651 3737
Room: G.02, Dugald Stewart Building

Lecturers

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Electronic Mail</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Antje Nuthmann</td>
<td>650 3459</td>
<td><a href="mailto:antje.nuthmann@ed.ac.uk">antje.nuthmann@ed.ac.uk</a></td>
<td>Perception</td>
</tr>
<tr>
<td>Dr Martin Corley</td>
<td>650 6682</td>
<td><a href="mailto:martin.corley@ed.ac.uk">martin.corley@ed.ac.uk</a></td>
<td>Methodology &amp; Statistics</td>
</tr>
<tr>
<td>Ms Janet Forsyth</td>
<td>651 1544</td>
<td><a href="mailto:janet.forsyth@ed.ac.uk">janet.forsyth@ed.ac.uk</a></td>
<td>Planning for Your Future</td>
</tr>
<tr>
<td>Dr Mante Nieuwland</td>
<td>650 8387</td>
<td><a href="mailto:m.nieuwland@ed.ac.uk">m.nieuwland@ed.ac.uk</a></td>
<td>Psychology of Language</td>
</tr>
<tr>
<td>Dr Ethel Quayle</td>
<td>650 4272</td>
<td><a href="mailto:ethel.quayle@ed.ac.uk">ethel.quayle@ed.ac.uk</a></td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>Dr Morag Donaldson</td>
<td>650 3437</td>
<td><a href="mailto:morag.donaldson@ed.ac.uk">morag.donaldson@ed.ac.uk</a></td>
<td>Developmental Psychology</td>
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<tr>
<td>Dr Elena Gherri</td>
<td>650 3340</td>
<td><a href="mailto:elena.gherri@ed.ac.uk">elena.gherri@ed.ac.uk</a></td>
<td>Methodology &amp; Statistics</td>
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<tr>
<td>Prof Sergio Della Sala</td>
<td>651 3242</td>
<td><a href="mailto:sergio@ed.ac.uk">sergio@ed.ac.uk</a></td>
<td>Neuropsychology</td>
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<tr>
<td>Dr Sue Widdicombe</td>
<td>650 3411</td>
<td><a href="mailto:s.widdicombe@ed.ac.uk">s.widdicombe@ed.ac.uk</a></td>
<td>Methodology &amp; Statistics</td>
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<tr>
<td>Dr Andrea Martin-Nieuwland</td>
<td>650 6682</td>
<td><a href="mailto:andrea.martin@ed.ac.uk">andrea.martin@ed.ac.uk</a></td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td>Prof Andy McKinlay</td>
<td>650 4643</td>
<td><a href="mailto:a.mckinlay@ed.ac.uk">a.mckinlay@ed.ac.uk</a></td>
<td>Social Psychology</td>
</tr>
<tr>
<td>Dr Stephen Loughnan</td>
<td>6509881</td>
<td><a href="mailto:steve.loughnan@ed.ac.uk">steve.loughnan@ed.ac.uk</a></td>
<td>Social Psychology</td>
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</table>

A full list of academic teaching staff in Psychology can be found on the departmental website (http://www.ppls.ed.ac.uk/psychology/people). The telephone numbers are external direct dial numbers. That is, from an outside telephone these numbers will take you directly to the person concerned. If you are using an internal university telephone extension you should dial all but the first ‘6’.

2. If you have questions

If you have a question about the course:

1. **Check this handbook.** The answers to a vast number of queries are here.

2. If the answer is not in the handbooks, see **LEARN.** All general information relating to the course will be there. If you have a particular query about anything relating to the course, you can post it on the discussion board in LEARN.

3. If you cannot find the answer in the handbook or on LEARN, you should contact the **Teaching Office** (s.fong@ed.ac.uk G.06 Dugald Stewart Building).
Additional points of contact:
Many, if not most, specific and general questions can be directed to your Psychology Year 2 Representatives. They meet staff regularly and are well informed in many ways. They act as a bridge between you and staff. They either know the answer to your question or they will find out.

If you have a specific question about practicals, homework or course work that is not addressed in the handbook or on Learn and your Representatives do not know the answer to, you can ask your practical tutor or, if necessary, contact the Teaching Coordinator Mark Horne (mhorne2@staffmail.ed.ac.uk).

If you have a specific question about lecture content, you can contact the relevant lecturer by e-mail or ask your question at the end of a lecture. In many cases, however, it is advisable to first contact your Representatives.

If you have any queries on matters relating to your undergraduate degree in general, then Student Support Officers (SSO) Mhari Davidson (mhari.davidson@ed.ac.uk) and Sarah Nicol (sarah.nicol@ed.ac.uk) should be your first point of contact. In cases where the SSO is unable to help you, you will be referred to your Personal Tutor (PT). Your PT is also available to support you if you have questions about your course choices and overall progress and direction.

For general discussion, there is a Staff-Student Liaison Committee. Your Representatives sit on the SSLC, which normally meets twice per semester. You are encouraged to raise any issues as soon as possible by contacting your Representatives.

Important news is posted on Learn, displayed on the Department notice board in the concourse of George Square 7, and/or circulated via your university email.

If you have checked all the sources above and still have an unresolved question, please email the Course Organiser at rene.mottus@ed.ac.uk
3. Lecture Times and Locations
Lectures: Monday, Tuesday, Thursday from 11.10am-12pm, David Hume Tower Lecture Hall C.

Lecture hand-outs will be made available through Learn 24 hours in advance of the relevant lectures.

### SEMESTER 1 LECTURES

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**EXAMINATION PERIOD: 8-19 DECEMBER 2014**
## SEMESTER 2 LECTURES

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**Week 6 (16-20 February 2015) Innovative Learning Week.** Normal teaching will then be suspended and in their place will be a range of other activities. More information will follow nearer the time through various channels (e.g., School website, notice boards, emails). You are expected and encouraged to take part of the activities as much as possible. For 2014 activities, see [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).

**EXAMINATION PERIOD: 27 APRIL–22 MAY 2015**
4. Tutorials (Practicals)
You are required to attend five compulsory practical sessions per semester.

Registration will occur through the Psychology 2 Learn page and must take place by 5pm on Wednesday of week 1. In week 1, the Teaching Coordinator is available to help you in room G6, Psychology, 7 George Square (Mon-Fri, 2-4pm).

Practicals start in week 2. Please ensure you select a practical slot that does not clash with your other classes (across both semesters), or any further work commitments. The practical slots are:

- Monday 2-5pm
- Tuesday 2-5pm
- Wednesday 10am-1pm
- Wednesday 2-5pm

The practical course is structured around learning the SPSS statistical software and two research projects (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.

Further details of practicals are in the Practical Handbook: http://www.psy.ed.ac.uk/psy_students/undergraduate/course_handbooks.php

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.

5. Course Aims and Objectives
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. Below are the course objectives and skills to be acquired.

- **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. These skills 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. Instruction and support for this will be provided during the course. IT communication skills
will be developed by using a variety of tools to interact with the teaching team and other peers. Also, students must word-process their practical reports, which can be carried out using public-access computers in the University. This will enhance word-processing skills.

- **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. These reports have to follow the standard American Psychological Association (APA) format for journal articles in psychology and are expected to be presented neatly.

6. Intended 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 handle and analyse quantitative data, draw empirically-based conclusions from these data and present the results in an efficient and clear manner.
- Summarise theoretical knowledge relevant to a particular topic in a clear, well-organised manner

7. Readings

There is no one recommended textbook for the lecture content of the course. Instead, recommended reading is provided for each lecture course. However, there is a recommended textbook for the Methodology & Statistics element of the course, which you are encouraged to buy:


There is also an essential textbook for the practical element of the course, which you are encouraged to fetch and bring along to practical sessions:


*Please note that we have specified the 4th Edition of this book. This edition will be available from Blackwell's bookstore.*
8. Lectures Content

**PERCEPTION: Dr Antje Nuthmann**

**Overview:** Everything we feel, think, and do depends on sensations and perception. In this module of the course, we will further explore the field of perception, focusing on visual and auditory perception. We first discuss the processes involved in organizing visual sensations into coherent objects and then assigning meaningful category labels to these objects (lectures 1 and 2). We then talk about the mechanisms of attention that select certain aspects of a scene for further processing while ignoring others (lectures 3 and 4). Visual search experiments provide a closer approximation of some of the actions of attention in the real world. Perceiving the world around us involves both selective and nonselective processing (lecture 4) and is typically an active visuomotor interaction with the world involving eye movements (lecture 5). It is often said that humans are visual animals, but a world where nothing makes a sound is hard to imagine. Accordingly, the final two lectures cover the basic qualities of sound waves and the basic operating characteristics of the auditory system (lecture 6) as well as cues to sound localization and processes involved in auditory scene analysis (lecture 7).

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

- understand how midlevel vision organizes the elements of a visual scene into groups that we can then recognize as objects
- understand that attention to an object is critical in recognition of that object
- know about experimental paradigms to study and model attention
- understand how eye movements serve as an indicator of over attention in scenes
- understand the basic physics and psychophysics of hearing and how we use auditory information to learn about our environment

Lecture 1: Perceiving and Recognizing Objects I
Lecture 2: Perceiving and Recognizing Objects II
Lecture 3: Attention and Scene Perception I
Lecture 4: Attention and Scene Perception II
Lecture 5: Eye Movements as Indicator of Overt Attention
Lecture 6: Hearing: What is Sound? & Psychoacoustics
Lecture 7: Hearing in the Environment

**Textbook:**

**Essential Readings:**
Lectures 1 and 2: Chapter 4 in textbook
Lectures 3 and 4: Chapter 7 in textbook
Lectures 5: Chapter 8 in textbook for basics on eye movements (pp. 235-238)
Lectures 6: Chapter 9 in textbook
Lectures 7: Chapter 10 in textbook
Further readings:
Lecture 1:
Chapters 2 and 3 in textbook

Lecture 2:

Lecture 4:

Lecture 5:

Additional references will be given during the lectures.

METHODOLOGY & STATISTICS
Dr Martin Corley (Semester 1), Dr Elena Gherri & Dr Sue Widdicombe (Semester 2)

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).
Lecture 1: Research design & Ethics  
Lecture 2: Basic Statistical Concepts (1)  
Lecture 3: Basic Statistical Concepts (2)  
Lecture 4: Correlations  
Lecture 5: Parametric 2-group comparisons  
Lecture 6: Nonparametric 2-group comparisons  
Lecture 7: Frequency data  
Lecture 8: One-way Analysis of Variance  
Lecture 9: Follow-up comparisons  
Lecture 10: Two-way Analysis of Variance (1)  
Lecture 11: Two-way Analysis of Variance (2)  
Lecture 12: Qualitative methods

References/Essential reading:
* The 4th Edition is available from the Edinburgh Blackwell’s.

**PSYCHOLOGY OF LANGUAGE: Dr Mante Nieuwland**

**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

Lecture 1: What is language and why study it?  
Lecture 2: Incrementality in language comprehension  
Lecture 3: Illusions in language  
Lecture 4: Bilingualism  
Lecture 5: Aphasias  
Lecture 6: Language and the Brain

**References/Essential reading:**

Lectures 2-3:  
Lecture 4:

Lectures 5-6:
Further background can be found in:

**ABNORMAL PSYCHOLOGY: Dr Ethel Quayle**

**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.

**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 behavioural and pharmacological therapies.
- Understand how the law deals with people who have disorders.

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

**References/Essential reading:**
ISBN-10: 0205944280

Other references will be given during the lectures.
DEVELOPMENTAL PSYCHOLOGY: Dr Morag Donaldson

Overview: This section of the course will build on the material covered in the Developmental section of Psychology 1. In particular, we will explore in more depth the complex interplay between cognitive and social factors in development during childhood. Key issues to be addressed include:

(a) How do children develop the cognitive abilities that are relevant to their understanding of social situations?
(b) How is children’s cognitive development influenced by their social interactions, for example with siblings, peers and adults?

Learning outcomes: After engaging with the lectures and reading materials, students should be able to:

• Understand the complexity and diversity of the interplay between cognitive and social factors in children’s development.
• Describe and evaluate research evidence that illustrates this interplay in relation to different areas of development (e.g. language, memory, understanding of mind, emotions, play).
• Assess the extent to which different theoretical perspectives on cognitive development (e.g. Piagetian, Vygotskyian, information processing) are supported by relevant research evidence and are potentially compatible with each other.
• Give examples of practical implications that can be derived from these theoretical perspectives and from the research findings that support them.

Lecture 1: Setting the scene: theoretical perspectives and key issues
Lecture 2: Language development: how children's developing linguistic skills affect (and are affected by) the interface between cognition and social interaction
Lecture 3: Memory development: implications in the classroom and in the courtroom
Lecture 4: Children’s understanding of mind: reasoning and talking about beliefs, desires and actions
Lecture 5: Emotional development: children’s understanding of their own and other people’s emotions
Lecture 6: Child’s play: learning to play and playing to learn
Lecture 7: Learning in a social context: why two heads may sometimes be better than one

References/Essential reading:
The main recommended textbook is:

Further reading on several of the lecture topics can be found in:

Other specific references will also be given during the lecture block.
NEUROPSYCHOLOGY: Prof Sergio Della Sala

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, etc.

References/Essential reading:

COGNITIVE PSYCHOLOGY: Dr Andrea E Martin

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.
- Have more experience thinking critically about the relationship between data and theories

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.

Lecture 1: Principles of the approach
Lecture 2: Attention & Memory
Lecture 3: Concepts and categories
Lecture 4: Reasoning & decision making
Lecture 5: Speech perception
Lecture 6: Learning & Connectionist modelling
Lecture 7: Consciousness & human information processing
References/Essential reading:


SOCIAL PSYCHOLOGY: Prof Andy McKinlay, Dr Stephen Loughnan

Overview: This course comprises 2 parts. In part 1 (by Prof. Andy McKinlay), lectures focus on 'attitudes,' one of the most important concepts in social psychology. In part 2 (by Dr. Stephen Loughnan), will cover impression formation, attributions, and stereotyping.

Learning outcomes: By the end of the course, students should have:
- An understanding of different theoretical approaches in the study of social psychology
- An understanding of different theoretical approaches in the study of attitudes
- Experience of reading classic and contemporary examples of research on attitudes
- Familiarity with the various research methods upon which social psychologists draw in the conduct of their research.

Lecture 1: Attitude development. We begin by considering definitions of AMcK ‘attitude’ and move on to discuss the formation of attitudes. We also discuss how attitudes are measured & what determines their strength/accessibility

Lecture 2: Attitude behaviour relationship. Do attitudes predict behaviour? We AMcK 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

Lecture 3: Attitude change and persuasion. We discuss cognitive dissonance, AMcK the elaboration likelihood model, and various persuasion techniques

Lecture 4: How do we form impressions of others? What form do those SL impressions take? We will discuss concepts like ‘trait centrality’, context and priming effects, self-fulfilling prophecy, and impression accuracy.

Lecture 5: Attribution. How do we understand and explain the actions of other SL people? We will look at classic heuristics in attribution and explore the bases of these attributions.

Lecture 6: Stereotyping. How, when, and why do we use stereotypes? We will SL look at stereotype processes across a range of domains, covering social cognitive theories of stereotyping.

References/Essential reading:
Any of the following for Andy McKinlay's lectures:
For Stephen Loughnan's lectures:
9. Assessments
Your final mark is based upon end-of-semester degree exams and practical reports. These 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%

Visiting students (one semester)
Exam = 70%
Final practical report = 30%

A student whose overall final mark is a FAIL (< 40%) at the first attempt, must sit BOTH papers in the resit examination, each counting towards 50% of the final mark for the course.

Practical reports (Coursework)
Each practical report consists of an introduction and method section, and a results and discussion section. Each section is first submitted as an initial draft write-up; these drafts are given feedback which should then be incorporated into your final report. The final report marks will contribute to your overall final mark. Each final report has a word-count of up to 3,000 words. Submission deadlines and specific guidelines on writing the reports can be found in the Practical Handbook.

All final reports must be word processed and submitted in two formats:

- **One hard copy** (type-written, double spaced, using 12 point fonts) should be placed in the box marked PSYCHOLOGY in the entrance foyer of Dugald Stewart Building. Students must attach a coversheet, which incorporates a ‘declaration of own work’ form (a copy can be found beside the essay box).

- **One electronic copy** must be submitted in Turnitin, the plagiarism detection software through a link in Learn. Details will be provided in week 2.

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.

Penalties for late submission
For each day (incl. weekend) that work (in either or both formats) 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.
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. The practical course has weekly tasks, which will help you organise your time. Bear in mind that 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.

Coursework feedback

Feedback is provided by your tutor in your practical group discussions. As noted above, written feedback is also provided by your tutor for your draft reports. If further individual feedback is sought, you may contact your tutor to discuss your coursework. Final reports are returned to you after they have been marked, second-marked and moderated. Return dates are set out in the Practical handbook.

Retaining records of your work

Students must retain all materials and raw results used in preparation of the project reports until the end of the course in June. This means that they must retain completed paperwork for each of the participants in their 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 a data file which stores results for all participants will not be sufficient for this.

Examinations

Structure of the semester 1 and semester 2 exams

There are two degree examinations, one at the end of each semester (and also August re-sits). Each exam lasts 3 hours. Each exam paper 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. Each exam is based on material covered in that particular semester (i.e. lectures, practicals and the relevant reading).

You are advised to spend about 2 hours on section A and one hour on section B. In section A, the essay questions reflect the non-statistics part of the course – in other words, they reflect whichever of the seven core components (Perception, Psychology of Language, Abnormal Psychology, Developmental Psychology, Neuropsychology, Cognitive Psychology, and Social Psychology) you have been taught during that semester. Note that any core component taught by two lecturers will have an ‘either/or option’ in its essay question. This means that each lecturer will provide his/her own question, whereas you can only answer either one or the other, but not both. For example, if you are taught Social Psychology by two different lecturers, you will have two questions on Social Psychology in your exam, but you can only answer one of them. You would therefore then select your second exam question from the other components taught during that term.

Structure of the August diet of exams

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 mark and
grade for a re-sit will be based entirely on the examination mark, unless the Board of Examiners explicitly specifies otherwise (e.g., due to special circumstances). Students who fail and have to re-sit will not normally be considered for Honours.

**August exams as a 1\textsuperscript{st} sit**

Students who are absent from the December or April/May exams due to special circumstances (e.g. on medical grounds) may be given permission to take the August exams as a **first sitting**. A special circumstances form (with **appropriate supporting evidence**) 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 August exam as a first sitting 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. The overall final mark for students taking one (or both) of the August exams as a first sit will usually be calculated with coursework marks included, i.e. using the same components and weightings as specified above (see beginning of section 9) except that the August exam mark(s) will be substituted for the exam(s) missed previously. Students who are permitted to take the August exams as a 1\textsuperscript{st} sit will be eligible to enter Honours if they meet the standard criteria (see section 10).

**Exam times and venues are decided by Academic Registry** and published on the Academic Registry website. It is the student’s responsibility to be available until the end of the examination diet.

Provisional exam marks will be posted on Learn in January for the semester 1 exam and in June for the semester 2 exam. If this changes the class will be notified.

**All marks that are returned via Learn throughout the year are provisional until confirmed by the Exam Board in June.** Final marks are then available through MyEd shortly afterwards.

Please consult the University Common Marking Scheme marking criteria (below) 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.

Students may contact the Y2 CO if they have any concerns about their performance. For both semesters, special times will be announced when exam scripts may be retrieved and viewed under supervision, and relevant staff members will be available for feedback and discussion.

**10. Am I Eligible to Enter Honours?**

**Honours Admission** (with flow chart to assess whether you have met the requirements)

Admission to Honours Psychology will require a final overall mark of A, B or C grade **at the first attempt** (semesters 1 and 2 combined) with a final overall mark of 40% or above in the statistics component (semesters 1 and 2 combined). Practical report marks are not included in the statistics component.

Please note that an Admission to Psychology Honours email will be sent in June. If the criteria have not been met, you will receive individual emails outlining other available options.
If you do not meet the criteria but consider you have grounds for appeal, you may submit a letter of appeal to Stephanie Fong, with a submission date to be notified. Please note that if you believe your academic performance has been adversely affected by special circumstances, it is important that you submit a special circumstances form by the appropriate deadline during the exam period, rather than raising such circumstances retrospectively in an appeal. The decision of the Appeals Committee is final and students will be advised shortly thereafter.

Students who are not currently registered for an honours degree programme in Psychology but who wish to enter Psychology honours can apply for a degree programme transfer. However, approval is not automatic and in some cases, applications need to be made well in advance. For information about how to apply, see the PPLS Undergraduate Student Handbook http://www.ppls.ed.ac.uk/students/undergraduate/documents/PPLS_Student_Handbook-Master_Copy.pdf

After the May exam diet, students progressing to Psychology Honours will be emailed Y3 course options information and how to select them.
11. Common Marking Scheme
University of Edinburgh Extended Common Marking Scheme:

<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>
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<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</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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>Bad fail</td>
<td></td>
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<tr>
<td>H</td>
<td>0-9</td>
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</tbody>
</table>

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  **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  **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  **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  **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.

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:
• More emphasis on scholarly apparatus. Failure to acknowledge sources properly via in-
text references and bibliography can fail an essay.
• 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.
12. LEARN
You should regularly check your university email and check for announcements on the course LEARN page, which can be accessed 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 announcements about the course
- Lecture notes and slides
- Tutorial arrangements
- Information about assessment arrangements

13. Other Useful Information
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/manage_your_courses.php](http://www.ppls.ed.ac.uk/students/undergraduate/manage_your_courses.php)

British Psychological Society (BPS) accreditation
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:


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

**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:

Cognitive Psychology
Biological Psychology
Social Psychology
Developmental Psychology
Individual Differences
(Intelligence and Personality)
The degrees of students who spend their Junior Honours Year abroad do 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 to cover the 5 core areas and courses equivalent to the 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:

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

**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 Personal Tutor and the University's International Office and its web pages.

[http://www.ed.ac.uk/studying/visiting-exchange](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

Please note: If you have not studied courses equivalent to Methodology 1 and Methodology 2 at your exchange institution, then you will be required to take Methodology 1 and Methodology 2 in Year 4.

**Third year course options**
Students progressing to Psychology Honours will be informed by email of their Y3 course options, along with the method by which they may select their courses, after the May exam diet.

Moreover, combined honours students must take Methodology 1, Methodology 2, and between 20 and 40 further credits of Psychology 3 courses (the number of credits varies according to the specific degree programme).

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, Prof Elizabeth Austin. Further information relating to specific combined programmes is available from [http://www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/).

**Exploring your career options**

**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 in your final year when you are moving on from your undergraduate studies. We can support you in finding part-time and vacation work and volunteering opportunities to help you add value to your university experience, alongside your studies.

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, 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 out with your studies has many advantages as you can:**
- Develop and demonstrate skills and attributes, such as teamwork, communication, time-management, customer service etc. Employers and vocational course leaders will be looking for evidence of relevant skills from all areas of your life, not just your studies, when you come to apply for work or study.
- Broaden your horizons. New experiences can change your perspective, provide new insights, alter your outlook, and 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.
- Gain experience relevant to your future career direction, for example volunteering with people with mental health issues if considering clinical psychology.
Careers Service support includes:
• Part time and vacation work opportunities via our SAGE (Student and Graduate Employment) database
• 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.

Find out more via our website www.ed.ac.uk/careers, or call in and see us on the 3rd floor of the Central Library Building to browse our information resources.

PPLS Career Support
PPLS- and psychology-specific career support can be found at:

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

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.

We look forward to working with you during your time at Edinburgh.