

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



Psychology 3 Course Handbook
2011/2012

Course Organiser
Dr Billy Lee

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PSYCHOLOGY 3 – 2011/2012

COURSE DETAILS

Introduction

There will be an introduction to the course given by the Y3 Course Organiser, Dr Billy Lee at 2pm on Monday 19 September in F21, 7 George Square.

Course overview

The third year course consists of 10 modules comprised of six Specialist topic lecture courses (Memory & Perception, Social Psychology and Biological Psychology in Semester 1, and Differential Psychology, Psychology of Thinking & Language, and Developmental Psychology in Semester 2). Two mandatory courses, Methodology 1 and 2 run in semesters 1 and 2 respectively. As does the Literature Review and Group Project.

The credit weightings of the various course components are Specialist topics, Methodology 1 and 2 (10), Group Project and Literature Review (20).

Each of the 10 modules has a designated Module Organiser (see individual course descriptions). Please consult the relevant Module Organiser with any query relating to a particular module.

Course structure

Single honours students may substitute the following with (10) or (20) credit outside courses: **Either** PSYL10013 (Memory & Perception) **or** PSYL10011 (Psychology of Thinking & Language) (10) **Either** PSYL10082 (Group Project) **or** PSYL10081 (Literature Review) (20) with the approval of the Y3 Course Organiser, Dr Billy Lee (b.lee@ed.ac.uk).

You must acknowledge in writing or by email that any deviation from the standard programme may affect your eligibility for BPS accreditation. Any substitutions must be discussed with your Director of Studies (DoS). The course secretary will be able to enrol your new courses.

Combined honours students

Combined honours students must take Methodology 1, Methodology 2, and between 20 and 60 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 PSYL10081 (Literature Review) due to BPS accreditation requirements, unless it is by special arrangement with the Y3 Course Organiser. Further information relating to specific combined programmes is available from <http://www.drps.ed.ac.uk>.

It is the responsibility of combined honours students, in consultation with their DoS, to ensure that they are registered for courses in Psychology consistent with their Degree Programme Table.

Intercalated medical students

You will register for two Specialist topic courses and Methodology 1 in addition to completing requirements of the Psychology 4 syllabus (see Psychology 4 course handbook).

General/Ordinary degree students

For the degree of BA (Humanities & Social Science), or BSc (General) and BSc Ordinary (Psychology), (Science & Engineering), you will take between 40-80 credits worth of courses offered in Psychology 3, normally consisting of Specialist topic courses. Students wishing to enrol on the Group Project or Literature Review should seek permission from the Y3 Course Organiser. You may select outside courses to make up the remainder of your curriculum in consultation with your DoS and the 2011/12 Degree Regulations and Programmes of Study.

Visiting students

Full year students may select courses offered in Psychology 3 Specialist topics, Methodology 1 & 2, Group Project and Literature Review and may substitute Psychology courses with other courses offered by the University. You should consult your Director of Studies here and at your home institution about the substitutions you wish to make, as a variety of outside courses are on offer from the University. You may substitute a small number of Y3 courses, by arrangement with the Y3 Course Organiser, with Y4 courses in Psychology 4.

Semester 1 only students may select Psychology 3 courses from Specialist topics, Literature Review and Methodology 1. Semester 2 only students may select Psychology 3 courses from Specialist topics, Group Project and Methodology 2. You may substitute Y3 courses, by arrangement with the Y3 Course Organiser, with Y4 courses in Psychology 4.

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 Y3 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:

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

FEEDBACK & EXTENSIONS

Examination feedback

December exam marks are released the week beginning 30 January, providing feedback for Semester 1 performance. Please consult the University Common Marking Scheme (p15) for detailed descriptors of marking criteria. These descriptors will provide you with further information on the standard of your work. 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

For the Methodology 1 Course, three in-class exercises provide an opportunity to gain feedback from the demonstrator assigned to support the lecture.

Feedback on the Literature Review will be provided on a comment sheet after the last December exam. It may provide the basis for further feedback and discussion between the student and Literature Review supervisor. All Literature Reviews undergo a moderation process to check the marks and mark distribution of a particular project group. The moderated mark will be released week beginning 30 January and is provisional until ratification by the External Board in June. Three one hour tutorials in Semester 1 provide the opportunity to confer and consult, and to monitor the progress of your review.

Feedback timetable for coursework and return of exam marks

Component of assessment	Submission deadline	*Return date
Literature review	24 November 2011 by 4pm	22 December 2011 or after the last exam
Group project	15 March 2012 by 4pm	wbg 23 April 2012
Semester 1 provisional exam marks posted on Y3 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.

Feedback on the Group Project will be provided by a comment sheet, week beginning 23 April, offering an analysis of your submitted report. It may form the basis for further feedback and discussion between the student and Group Project supervisor. Through weekly group meetings with your Group Project supervisor you will have the opportunity to consult on methodological issues and to monitor the progress of your project.

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

If you have a question about course administration, you should first check the information in this handbook and on the relevant WebCT site. If your question is not addressed in either, contact the course secretary, Fiona Graham, Room G8, Psychology, 7 George Square (fgraham@ed.ac.uk), tel (0131 650 3440).

The Student Support Officer (SSO), Moira Avraam, Room 4.03, Dugald Stewart Building, email (m.avraam@ed.ac.uk), tel (0131 650 3661) 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.

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.

Self-Designated Study

Students are encouraged to engage in self-guided study. This may take the form of reading groups, peer groups, ad hoc meetings, or any other form of peer group learning. There are many common areas and resource spaces in the Psychology Building which lend themselves to being used for informal study and learning activities.

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 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) are always willing to discuss disability issues with a student or member of staff prior to contact with SDS, if required. You should get in touch with the Co-ordinator of Adjustments, by email (s.widdicombe@ed.ac.uk), phone (0131 650 3411).

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 per year group (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.

Computing help for students

Please use these contacts if they 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:

<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.

So, explore your options now! Use your time productively to ensure you make informed decisions about your future.

Psychology library

Psychology is extremely fortunate in having its own library, in part, supported by the Stirling-Boyd bequest and the Drever Fund and staffed during semester-time, by a full-time librarian, Mrs Karen Fleet. The collection is used extensively by third and fourth year students and by postgraduates and academic staff. All students must register with the librarian before using this facility. Access is by matriculation card. This library space is now shared with Philosophy, as after formation of the School of PPLS, the Haldane and Psychology libraries amalgamated.

Of particular benefit to students is the extensive collection of reprints used in the lecture courses, and multiple copies of key texts. All books in the Psychology library are also housed in the main university

library. In addition there are a number of journals which are uniquely located here. There is also a resource room with computing and video facilities.

Psychometric tests

Many students will wish to use psychometric tests in their research projects. Psychology houses a store of tests, and students may borrow some of these tests from the librarian. Some general information about choosing and locating tests, together with some information about specific types of test, e.g. personality, can be found at the following links:

http://www.psy.ed.ac.uk/psy_research/psy_phil_library/test_selection_and_location.php

http://www.psy.ed.ac.uk/psy_research/psy_phil_library/index.php

Staff research interests

Details of 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 students who think 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 'phone. In cases of exceptional difficulty, you should consult your DoS.

Year 3 honours students' results contribute to their final degree class at the end of Year 4. Marks from the December exam diet are provisional until they have been ratified by the Examination Board which meets in June. Interim results will be made available in the week beginning 30 January.

There are no re-sit examinations for honours level courses. However, 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.

Examination structure

Psychology Exams (10 credits)	Semester 1	Details
Biological		Final mark = 25% Brain Quiz + 75% exam Exam has a short notes section (25 marks) and an essay section (50 marks) Choose 5 from short notes section 1 and one question from section 2
Methodology 1		Exam (2hrs) Answer 4 compulsory questions A calculator is required for exam
Memory & Perception		Exam (2 hrs) in two sections Answer one question, from each section
Social		Exam (2 hrs) in three sections Answer two questions, from different sections
Psychology Exams (10 credits)	Semester 2	Details
Differential		Exam (2hrs) in two sections Answer one question, from each section
Developmental		Exam (2hrs) in three sections Answer two questions from different sections Section 1 refers to lectures Section 2 refers to lectures Section 3 refers to lectures
Methodology 2		Exam (2hrs) in two sections Answer one question, from each section
Thinking & Language		Exam (2hrs) in two sections Answer one question, from each section
Psychology Coursework (20 credits)	Semester 1	Details
Literature Review		Submit by 4pm on 24 November 2011
Psychology Coursework (20 credits)	Semester 2	Details
Group Project		Submit by 4 pm on 15 March 2012

SEMESTER 1 & 2 TEACHING DATES

Semester 1: Monday 19 September – Friday 2 December 2011

Semester 2: Monday 16 January – Friday 6 April 2012

***Innovative learning week:** Monday 20 February – Friday 24 February

*Normal teaching slots will be suspended and in their place, a range of other activities such as master classes, a Gaelic festival and guest lectures. More information will follow nearer the time so please check the School website where details will be available at:

<http://www.ppls.ed.ac.uk/events/view/innovative-learning-week-20-24-february-2-12>

Monday 30 April – Friday 25 May (exam and consolidation period)

SEMESTER 1 TIMETABLE

Day	Lecture Topic	Time	Venue
Monday	**Memory & Perception (PSYL10013)	2 – 3.50 pm	F21
Tuesday	Social (PSYL10010)	2 – 3.50 pm	F21
Thursday	Methodology 1 (PSYL10034)	4.10 – 6 pm	F21
Friday	Biological (PSYL10002)	2 – 3.50 pm	F21

**The Memory & Perception lecture is replaced by an introductory meeting at 2pm on Monday 19 September, F21, 7 George Square

SEMESTER 2 TIMETABLE

Day	Lecture Topic	Time	Venue
Monday	Thinking & Language (PSYL10011)	2 – 3.50pm	F21
Tuesday	Differential (PSYL10009)	2 – 3.50pm	F21
Thursday	Methodology 2 (PSYL10035)	4.10 – 6 pm	F21
Friday	Developmental (PSYL10012)	2 – 3.50pm	F21

Literature Review tutorials are in weeks 3, 5/6, and 7/8 in Semester 1.

Project groups normally meet weekly, at times negotiated with the supervisor in Semester 2.

Students should note all deadlines for completion of items of work, including non-assessed elements such as the methodology exercises, and plan their time accordingly.

Students are expected to be present in Edinburgh during teaching weeks. The Brain Quiz is a component of the Biological Psychology degree exam and attendance is a requirement of the course. Students should refrain from committing to any holiday etc. arrangements during exam periods until the exam timetable has been confirmed by Academic Registry. Alternative exam scheduling is NOT available to accommodate holiday arrangements.

The relevant sections of this handbook provide information on feedback, timetables, notification of results, and grounds for appeals. A rigorous system of checks and balances, which involves check marking, moderation, external examiners, and exam boards is in place to ensure the highest standards of assessment and feedback on the course. In addition, staff are usually very happy to be approached for specific feedback within their area of expertise. However, except in extraordinary circumstances, requests for degree exam marks to be reviewed will not normally be considered.

Course aims and learning outcomes

Aims:

- To develop advanced knowledge both of the core areas of Psychology and of the methodological framework underpinning psychological research.
- To develop skills in reading and critically appraising the research literature in core areas of Psychology.

There is an expectation that students will read extensively; reading lists are supplied by lecturers and it is expected that both books and journal articles will be consulted. For Single Honours students this process is assisted by the Literature Review, which is supported by tutorials to facilitate a critical review of a specialist area of Psychology of your choosing.

Methodology is a core part of the course and is essential for the development of your research skills both this year and for your Final year. The methodology course is supported by exercises and Q&A sessions. Advanced research design and analysis skills are developed by the Project.

Learning outcomes:

- Understanding of the current state of knowledge in core areas of Psychology, including theories, research methods and research findings.
- Understanding of statistics and research methods as applied to core areas of Psychology.
- Ability to read research papers critically, and to balance conflicting evidence where necessary.

Skills developed during a degree in Psychology

The skills that students should develop during a degree in Psychology are listed below. This forms part of the Psychology degree programmes specifications, 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).

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

University of Edinburgh EXTENDED COMMON MARKING SCHEME:

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.

LECTURE COURSE DETAILS

BIOLOGICAL PSYCHOLOGY – Course code: PSYL10002

Course Organiser: Dr Elena Gherri

Lecturers: Dr Elena Gherri, Dr Jennifer Foley

Aims: This series of lectures introduces a range of topics which illustrate possible biological approaches to the study of mental processes and the 'evolution of mind'.

Objectives: To give an understanding of the range of biological approaches that can be applied to the study of mental processes and brain function. The topics covered range in specificity and level of analysis, and include communication in human and nonhuman primates, broader aspects of the evolution of animal cognition and life-span development of the nervous system, and the neurobiology of cognitive and emotional processes. Through the Brain Quiz and the associated homework with brain models, the course also aims to teach and assess knowledge of the anatomy of the human brain in a context which allows it to be related to analyses of brain function.

Outcomes: By the end of this course, you should be able to

- describe with illustrations the functional and anatomical organisation of the human brain
- describe at least three different research methods used to investigate the functional importance of specific brain regions
- describe how different neurotransmitters and brain regions support learning and emotion
- describe the respective functional specialisation of the dorsolateral and ventromedial prefrontal cortices
- recognise the main stages in the evolution of the nervous system in animals
- describe the main phases of the life-span development of the nervous system and illustrate how comparison between species can help understanding the principles of development
- describe the factors that influence the development of individual differences in stress reactivity
- explain the similarities and differences between communication and social structure in different species

Week	Content	Lecturer
1	Brain structure, function and research techniques	JF
2	The neurobiology of memory	JF
3	The neurobiology of emotion	JF
4	Complex cognition and behaviour	JF
5	<i>No class – revision for Brain Quiz</i>	
6	<i>Brain Quiz – Friday 28 October Alphabetically in 2 groups – i) 2-2.45pm & ii) 3-3.45pm</i>	
7	Evolution of the nervous system	EG/?tbc
8	Development of the nervous system	EG/?tbc
9	Stress and the brain	EG/?tbc
10	Higher mental functions: Language and communication	EG/?tbc

References

- Breedlove, S., Watson, N.V., Rosenzweig (2010). *Biological Psychology* (Sixth Edition). Sinauer.
- ** Carlson, N.R. (2010). *Physiology of behaviour*. 10th edition. Boston: Allyn & Bacon.
- Gazzaniga, M.S., Ivry, R.B., Mangun G.R. (2009). *Cognitive Neuroscience. The Biology of the Mind* (third edition). Norton.
- Shallice, T. & Burgess, P. (1996). The domain of supervisory and temporal organization of behaviour. *Philosophical Transactions: Biological Sciences*, 351, 1405 – 1412.
- Ward. J. (2006). *The student's guide to cognitive neuroscience*. Hove: Psychology Press.

**Primary textbook. Other readings (chapters from other books) will be specified for each of the lectures.

Brain Quiz

The Brain Quiz assesses your knowledge of functional neuroanatomy based on the self-paced audio tutorial using the model BRIAN distributed in Week 2. Additional material can be obtained from the departmental brain video shown in Week 2. You are also expected to be familiar with the methods used in investigating brain function in experimental neuroscience and these are described in Chapter 5 of the 9th Edition of Carlson's *Physiology of Behaviour* (Methods and Strategies of Research, pp 134-167). There are multiple copies of this book available in both the departmental and main libraries. You will also find a similar chapter in the earlier editions of Carlson and this has changed little since the 5th edition.

The quiz will last for 45 minutes and will consist of a number of slides of BRIAN in which you are asked to identify particular features. Other questions may ask you about common methods of investigating brain function or to draw sections of the brain. The quiz will be held in Week 6 and counts for 25% of your Final Course Mark. Attendance at the quiz is a course requirement and failure to attend will mean an automatic mark of zero for this component of your assessment. The class will be divided into two halves (details posted in lectures) alphabetically with the first half attending at 2pm and the second half at 3pm. Those with special arrangements will be notified separately as to time and venue.

DEVELOPMENTAL PSYCHOLOGY: LANGUAGE & COGNITION ACROSS THE LIFESPAN – (PSYL10012)

Module Organiser: Dr Maggie McGonigle

Lecturers: Dr Morag Donaldson, Dr Maggie McGonigle, Dr Alexa Morcom,

Aims: This course is in three parts, each focusing on the issue of ‘what develops’ and (in the third part) ‘what declines’ during the human lifespan. The first part concentrates on the foundations of perception, cognition and language in the first four years of life, in particular the growing abilities of children to control their physical and social environments. The second part focuses on the role of language in relation to social cognition and in particular the contrast between theories that emphasise social pragmatic versus linguistic constraint-based factors in semantic and syntactic development of children. The interplay amongst linguistic, cognitive and social aspects of development is also explored in relation to research on theory of mind. Finally, the course continues with issues that integrate knowledge, semantics and information processing across the lifespan, focusing on executive function and memory – both from the standpoint of their growth and, in particular, their decline during ageing.

Outcomes:

- To have a good working knowledge of key perceptual developments in infancy
- To understand the role of physical activity in contributing to cognitive development and cognitive control
- To know how speech and language emerge in the first years of life
- To be aware of the relationship between social development and social cognition (Theory of Mind).
- To understand the difference between social pragmatic versus linguistic constraint-based theories of language development.
- To understand how grammatical development is influenced by semantics and the understanding of communicative intent.
- To know how normal ageing affects general cognitive mechanisms such as processing speed as well as its specific effects on memory
- To understand the development of and later decline in episodic memory from a lifespan perspective
- To understand the relationship between episodic memory and executive function during school age development and in old age

Week	Content	Lecturer
1	The perceptual foundations of human development	MMG
2	The controlling infant	MMG
3	The origins of speech and language	MMG
4	Development of word meaning: social and cognitive approaches	MLD
5	Development of grammar: relationships with semantic development	MLD
6	Innovative learning week	
7	Social relationships and theory of mind	MLD
8	Memory development	AM
9	Memory ageing	AM
10	Cognitive and brain ageing: a lifespan perspective	AM

Surgery hours for MMG, MLD and AM – TBA

Week 1 The perceptual foundations of human development (MMG)

Aims: To chart the way in which the human infant establishes a coherent perception of the world. Newborn children are more helpless than the young of most other species, yet by three years of life, they will have exceeded the cognitive skills of other species in nearly every regard. This lecture summarises the critical behavioural and brain changes during the first year of life that form the basis for the astonishing complexity of the human mind.

Outcomes: To have a good working knowledge of perceptual and motor development in the first year of life.

Main Reference

McGonigle-Chalmers, M. *Understanding Cognitive Development*. Sage Publications. Chapter 2 MS in preparation; Xerox copies on file In PPLS library.

Week 2 The controlling infant (MMG)

Aims: To show how children start to take an initiating role in the control of their physical and social environment. The transition to a bipedal posture and increasing manual co-ordination enables actions that help to bind the infant into a socially interactive relationship with others. This lecture considers this with regard to pointing, imitation and the concept of self.

Outcomes: To understand the ways in which a child starts to control its social and physical environment during the second year of life.

Main Reference

McGonigle-Chalmers, M. *Understanding Cognitive Development*. Sage Publications. Chapters 3 MS in preparation; Xerox copies on file.

Week 3 The origins of speech and language (MMG)

Aims: This lecture will introduce the topic of early speech production from the precursors to babbling up to first words. It will consider the complex interplay between self-exploration with sound, auditory imitation, and the learning context provided by dyadic interaction with the mother.

Outcomes: To understand how language gets off the ground, and to be aware of its multi-modal complexities.

Main Reference

McGonigle-Chalmers, M. *Understanding Cognitive Development*. Sage Publications. Chapter 4. MS in preparation; Xerox copies on file.

Week 4 Development of word meaning: social and cognitive approaches (MLD)

Aim: To compare and evaluate social and cognitive explanations of how children learn the meanings of words. The social-pragmatic approach postulates that children's word learning is guided by their understanding of communicative intentions in social interactions, and so it emphasises relationships amongst semantic development, the development of social communication and of theory of mind. The constraints approach postulates that children make use of conceptual constraints/biases and/or grammatical knowledge in working out what new words mean, and it therefore emphasises semantic development's relationships with cognitive development and with grammatical development.

Outcomes: To understand the key features of social-pragmatic and constraint-based explanations of semantic development. To be able to evaluate these explanations using evidence from contemporary research.

References

Bloom, P. (2000). *How children learn the meanings of words*. Cambridge, Mass.: MIT Press. (Especially chapters 4 and 8).
Messer, D. J. (1994). *The development of communication: from social interaction to language*. Chichester: Wiley. Chapter 8.

Tomasello, M. (2001). Perceiving intentions and learning words in the second year of life. In M. Tomasello and E. Bates (eds.) *Language Development: the Essential Readings*. Oxford: Blackwell. (Chapter 8.)

Week 5 Development of grammar: relationships with semantic development (MLD)

Aims: To characterise the ways in which children's grammatical abilities change in the course of development, with particular reference to how relationships between grammatical and semantic abilities change developmentally. To consider how children's understanding of communicative intentions and social contexts interacts with their developing grammatical abilities.

Outcomes: To be able to summarise key developmental changes in children's comprehension and production of grammatical constructions. To understand and evaluate theoretical arguments and research evidence regarding the nature of the interplay amongst grammatical, semantic and social aspects of development.

References

Bates, E. and Goodman, J.C. (2001). On the inseparability of grammar and the lexicon: evidence from acquisition. In M. Tomasello and E. Bates (eds.) *Language Development: the Essential Readings*. Oxford: Blackwell. (Chapter 10.)

Huttenlocher, J., Vasilyeva, M. & Shimpi, P. (2004). Syntactic priming in young children. *Journal of Memory and Language*, 50, 182-195.

Tomasello, M. (2003). *Constructing a language: a usage-based theory of language acquisition*. Cambridge: Cambridge University Press. (Chapters 4 and 5.)

Week 6 No lecture

Week 7 Social relationships and theory of mind (MLD)

Aim: To consider the interplay between the development of social relationships (with parents, siblings and peers) and the development of social reasoning/cognition (Theory of Mind).

Outcomes: To be familiar with contemporary research on the development of social relationships and of Theory of Mind and to understand the different ways in which these aspects of development interact.

References

Carpendale, J and Lewis, C. (2006). *How children develop social understanding*. Oxford: Blackwell. Especially Chapter 6.

Dunn, J. and Brophy, M. (2005). Communication, relationships, and individual differences in children's understanding of mind. In J.W. Astington and J.A. Baird (eds.) *Why language matters for theory of mind*. Oxford: Oxford University Press.

Week 8 Memory development

Aims: To characterise the ways that memory develops in school age children. To understand the relationship between episodic memory development and executive function development. To consider the interplay between episodic and semantic abilities during childhood. To examine the possible brain bases of these changes.

Outcomes: To be able to describe the key elements of memory development in childhood. To understand these in the context of other aspects of development.

Introductory reading

Baddeley, A.D., Eyesenck, M.W., Anderson, M.C. (2009). Memory. Hove: Psychology Press. Chap. 12: Memory in Childhood; Chap. 13: Memory and Aging. *Especially pp. 273-280*.

Key References

Best, J.R., Miller, P.H. and Jones, L.L. (2009). Executive functions after age 5: Changes and correlates. *Developmental Review*, 29(3), 180-200.

Raj, V. and Bell, M.A. (2010). Cognitive processes supporting episodic memory formation in childhood: The role of source memory, binding, and executive functioning. *Developmental Review*, 30(4), 384-402.

Week 9 Memory ageing

Aims: To characterise the ways that memory changes in ageing, and compare the decline in episodic memory to the preservation of other kinds of memory, for example semantic memory. To consider the relationship between memory ageing and the decline in executive functions. To examine the possible brain bases of these changes. To evaluate whether a one-factor, unitary account is possible.

Outcomes: To understand the key effects of ageing on memory and executive function. To evaluate neural and processing theories of how and why these changes occur.

Introductory reading

Baddeley, A.D., Eysenck, M.W., Anderson, M.C. (2009). Memory. Hove: Psychology Press. Chap. 13: Memory and Aging. *Especially pp. 294-301 and 302-308.*

Key References

Luo L., and Craik F.I.M. (2008). Aging and memory: a cognitive approach. *Can J Psychiatry*. 53(6):346-53. Short general review.

Raz N, Rodrigue KM. (2006). Differential aging of the brain: patterns, cognitive correlates and modifiers. *Neurosci Biobehav Rev*. 30(6):730-48. *Especially sections 3, 4 and 6 (and 1 and 10).*

Week 10 Cognitive and brain ageing: a lifespan perspective

Aims: To review the ways in which cognitive abilities decline or are sustained with ageing. To consider the main brain changes that occur in ageing, and how these can account for the pattern of cognitive change. To understand and evaluate general accounts of cognitive ageing, such as decline in processing speed. To view cognitive ageing from a lifespan perspective.

Outcomes: To understand the main accounts of cognitive and brain ageing in the context of lifespan development.

Key References

Craik, F.I.M. and Bialystok, E. (2006). Cognition through the lifespan: mechanisms of change. *Trends in Cognitive Sciences*, 10(3), 131-138.

Salthouse, T.A. (1996). The processing speed theory of adult age differences in cognition. *Psychol Rev*. 103(3), 403-428.

DIFFERENTIAL PSYCHOLOGY (PSYL10009)

Module Organiser: Dr Lars Penke

Lecturers: Dr Wendy Johnson, Dr Lars Penke

Week	Content	Lecturer
1	Structure and measurement of intelligence	WJ
2	Biology and development of intelligence	WJ
3	Relations of intelligence with education, interests, motivation, occupational and health outcomes	WJ
4	Cognitive style, creativity and other abilities	WJ
5	No lecture – learning consolidation	
6	Innovative learning week	
7	Personality – theory and measurement	LP
8	Biology, evolution and development of personality	LP
9	Personality, life outcomes and health	LP
10	Mood and motivation	LP

Aim: To provide an understanding of the current status of research on intelligence and personality traits: their structure, aetiology and impacts.

Objectives: To provide a framework for understanding how individual differences in intelligence, personality, and related psychological domains like creativity, mood and motivation are conceptualised and studied. To outline how intelligence and personality:

- emerge from genetic environmental factors
- are understood from a biological perspective
- develop over the lifespan, and
- relate to important life outcomes, including health, occupational success and social relationships.

Learning outcomes: By the end of the course, you should be able to discuss critically the personality trait approach to the study of personality. You should understand and be able to discuss the structures of cognitive abilities and personality traits, their associations with personality disorders; putative causes of individual differences; the evolution and biological underpinnings of individual differences; their stability and development; and the relations of personality and intelligence with life outcomes.

Reading list

The main textbooks for the course are:

Deary, I.J. (2000). *Looking Down on Human Intelligence: From Psychometrics to the Brain*. Oxford: Oxford University Press.

Matthews, G., Deary, I.J. & Whiteman, M.C. (2009). *Personality Traits*. 3rd Edition. Cambridge: Cambridge University Press.

Additional and/or background reading

- Buss, D. M. ,& Hawley, P. H. (Eds., 2010): *The Evolution of Personality and Individual Differences*. New York: Oxford University Press.
- Chamorro-Premuzic, T., von Stumm, S., & Furnham, A. (Eds., 2011). *The Wiley-Blackwell Handbook of Individual Differences*. Wiley-Blackwell.
- Cooper, C. (2010). *Individual Differences and Personality*. 3rd Edition. London: Hodder Education.
- Costa, P.T., & McCrae, R.R. (2005). *Personality Traits in Adulthood: A Five-Factor theory perspective*. New York: Guilford Press.
- Costa, P.T., & Widiger, T. *Personality Disorders and the Five Factor Model of Personality*. Washington, D.C.: American Psychiatric Association.
- Flynn, J. R. (2007). *What Is Intelligence?* Cambridge: Cambridge University Press.
- Funder, D.C. (2010). *The Personality Puzzle*. 5th Edition. London: W.W. Norton & Company.
- Hunt, E. (2011). *Human Intelligence*. Cambridge: Cambridge University Press.
- Larsen, R.J., & Buss, D.M. (2009). *Personality Psychology*. 4th Edition. New York: McGraw-Hill.
- Nettle, D. (2009). *Evolution and Genetics for Psychology*. Oxford: Oxford University Press.
- Plomin, R., DeFries, J., McClearn, G., & McGuffin, P. (2008). *Behavioral Genetics*. 5th Edition. New York: Worth.

References to required and recommended journal articles will be provided in the lectures.

MEMORY & PERCEPTION (PSYL10013)

Module Organiser: Dr Alexa Morcom

Lecturers: Dr Alexa Morcom, Dr Graham MacKenzie

Course Summary

The first half of this course is concerned with how information is learned and remembered, how it is organised in long-term memory, and how it is used within working memory in moment to moment interaction with the world. Different kinds of evidence will be discussed: from behavioural experiments, from studies of individual differences, from studies of people with brain damage and from human neuroimaging. The main course content is presented in lectures, with additional class discussions.

The second half of the course examines how human observers perceive sensory phenomena. Examples from neuroimaging as well as studies of behaviour will be considered. Throughout the course there will be reference to how certain types of unusual populations (e.g. people with brain damage and people with synaesthesia) have altered perception, long-term memory and working memory, and how the study of such altered function also can inform our understanding of memory in general.

Week	Content	Lecturer
1	Introductory meeting	BL
2	Memory & Memory Stores (Eysenck & Keane Chapter 6 pp 206-223)	AM
3	Episodic Memory (Eysenck & Keane Chapter 6 pp 223-227, 242-245 & 7 pp 259-263, also pp 256-259, Chapter 8 p 296)	AM
4	Amnesia & Memory Systems (Eysenck & Keane Chapter 6 pp 227-234, 245-247, Chapter 7 pp 251-259, pp 272-287)	AM
5	Real World Memory (Eysenck & Keane Chapter 8 pp 289-295, also 6 p 239)	AM
6	Reading and consolidation week: Memory	
7	Light/ Eye/ Brain (Goldstein Chapters 2, 3, & 4)	GM
8	Objects/ Scenes/ Faces (Goldstein Chapter 5)	GM
9	Colour/ Depth/ Size (Goldstein Chapters 9 & 10)	GM
10	Touch/ Smell/ Taste (Goldstein Chapters 14 & 15)	GM
11	Reading and consolidation week: Perception	

Background reading

For both sections of the course, students are expected to take the initiative in following up on references and to read material on lecture topics that goes beyond the precise content of the lectures and of the recommended textbooks.

Memory

The sections indicated (above) of Chapters 6, 7, and 8 of the following text should be considered essential reading: Eysenck, M.W., & Keane, M.T. (2010). *Cognitive Psychology: A Student's Handbook* (6th Edition). Hove: Psychology Press.

Other useful reference books are:

Baddeley, A.D., Eysenck, M.W., Anderson, M.C. (2009). *Memory*. Hove: Psychology Press.

Ward, J. (2010). *The Student's Guide to Cognitive Neuroscience* (2nd Edition). Hove: Psychology Press.

Perception

Chapters 2-10 of the following text should be considered essential reading:

Goldstein, E. B. (2007). *Sensation and Perception*. Thompson Wadsworth.

Additional selected readings and links will be posted on WebCT prior to the lectures.

METHODOLOGY 1 (PSYL10034)

Module Organiser: Dr Wendy Johnson

Lecturers: Dr Timothy Bates, Dr Wendy Johnson, Dr Antje Nuthmann

Demonstrator: TBC

This course is taught using a combination of lectures and practical exercises. The course of lectures and the exercises are compulsory for all single and combined honours students. Together with Methodology 2, the content of the course is designed to provide students with the full range of methodology skills required for research and project work in psychology.

Methodology 1 focuses on inferential statistical approaches to data analysis. The goals are to provide students with the skills to both conduct and interpret inferential statistics in the context of psychological research. Practical exercises using SPSS are included and acquiring skills in using this package is an important aspect of the course. In order to derive full benefit from these, each exercise should be completed using the computers in the University public-access laboratories in advance of the timetabled question and answer session. You are strongly encouraged to purchase the book by Field listed in the references, or a similar SPSS-based text, to assist with completing the exercises.

Learning outcomes

- Understanding of experimental design issues in psychological research, including issues associated with the gathering of both quantitative and qualitative data.
- Understanding and use of the concept of statistical power.
- Understanding of the data analysis methods covered in the course.

Week	Content	Lecturer
1	ANOVA 1	WJ
2	ANOVA II	WJ
3	ANOVA Practical Session	TBC
4	Regression I	AN
5	Regression II	AN
6	Regression Practical Session	TBC
7	Power Analysis	AN
8	Factor Analysis I	TB
9	Factor Analysis II	TB
10	Factor Analysis Practical Session	TBC

References recommended for Intercalated Medical Students

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.

METHODOLOGY 2 (PSYL10035)

Module Organiser: Dr Sue Widdicombe

Lecturers: Mr Steve Kirkwood, Dr Peter Lamont, Dr Billy Lee, Dr Rob McIntosh, Dr Lars Penke, Dr Caroline Watt, Dr Sue Widdicombe

This course is lecture-based and compulsory for all single honours students. Together with Methodology 1, the content of the course is designed to provide students with the full range of methodology skills required for research and project work in psychology.

Methodology 2 focuses on qualitative and experimental approaches to research design and implementation, and on qualitative data analysis. Students will gain exposure to a wide array of research methods used in psychological research.

Learning outcomes: By the end of this course, you should

- understand the rationale underlying qualitative methodologies, and know about various means of collecting qualitative data, and related conceptual issues;
- have a basic practical understanding of how to do discursive psychology;
- understand the underlying rationale and process of interpretative phenomenological analysis (IPA);
- understand experimental design issues in psychological research;
- understand the quantitative data collection and analysis methods covered in this course.

Week	Content	Lecturer
	Part one: Qualitative Methodologies	
1	Discursive Psychology 1: Theory and Rationale	PL
2	Discursive Psychology 2: Methods and Issues in Data Collection	SK
3	Discursive Psychology 3: Data Analysis	SW
4	Discursive Psychology Practical Session	PL/SW/SK
5	Interpretative Phenomenological Analysis	BL
6	Innovative learning week	
	Part two: Quantitative Methods	
7	Scale construction 1	LP
8	Scale construction 2	LP
9	Single-case studies 1	RMI
10	Single-case studies 2	RMI
11	Meta-Analysis	DD

References

- Forrester, M. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. London: Sage.
- Langdrige, D. (2007). *Phenomenological Psychology: Theory, Research and Method*. Pearson. See chapters 2, 5, and 7. (week 5)
- Wetherell, M., Taylor, S. and Yates, S.J. (2001) *Discourse as Data: A guide for analysis*. London: Sage. (weeks 1-4)
- Willig, C. (2008). *Introducing Qualitative Research in Psychology: Adventures in theory and method*. 2nd Edition. Buckingham: Open University Press. (weeks 1-4)

- Willig, C. and Stainton-Rogers, W. (2008) *The SAGE handbook of Qualitative Research in Psychology*. London: Sage. See chapters 4 (Wilkinson & Kitzinger), and 5 (Wiggins & Potter). (weeks 1-4)
- Wooffitt, R. (2005) *Conversation Analysis and Discourse Analysis: A comparative and critical introduction*. London: Sage. (weeks 1-4)
- Crawford JR, Garthwaite PH & Gray CD (2003). Wanted: fully operational definitions of dissociations in single-case studies. *Cortex* 39: 357-370. (see also other papers in this issue) (weeks 9 & 10)
- Crocker, L., & Algina, A. (1986). *Introduction to Classical and Modern Test Theory*. Austin, TX: Holt, Rinehart, & Winston. (weeks 7 & 8)
- Howitt, D., & Cramer, D. (2008). *Introduction to Statistics in Psychology* 4th ed. Harlow, Essex: Pearson. Chapter 35 (meta-analysis) (week 11)

SOCIAL PSYCHOLOGY (PSYL10010)

Module Organiser: Dr Alison Lenton

Lecturers: Dr Billy Lee, Dr Alison Lenton, Prof Andy McKinlay

Aims: To provide an up to date review of and encourage critical thinking about some important concepts and findings in contemporary social psychology, including how social psychology can be applied to real world issues.

Objectives: To introduce central themes and provide a review of literature in the following areas: (1) the self in relation to others, (2) applications of social psychology to legal issues, (3) the role of nonverbal behavior in interpersonal relationships and emotional communication.

Week	Content	Lecturer
1	Social Identity I: National identities	AMK
2	Social Identity II: Ethnic and religious identities	AMK
3	Social Identity III: Gender identities	AMK
4	Psychology and the law I: Eyewitness testimony + video discussion	AL
5	No lecture – learning consolidation	
6	Psychology and the law II: Police interrogation and jury decision making	AL
7	Psychology and the law III: Death penalty and sexual harassment	AL
8	Nonverbal behaviour I: Empathy and imitation	BL
9	Nonverbal behaviour II: Personality and relationship	BL
10	Nonverbal behaviour III: Video discussion	BL

Outcomes: By the end of the course you should be able to:

- understand how people construct identities for themselves and others in talk and text
- discuss the role of social cognition, attitudes and attributions in legal contexts, using research evidence
- discuss the role of nonverbal behaviour in interpersonal relationships and emotional communication

References

**While you are expected to read all of the below, the asterisks denote readings to which you should give additional attention.*

Prof Andy McKinlay (lectures 1-3)

*Condor, S., Figgou, L., Abell, J., Gibson, S., & Stevenson, C. (2006). They're not racist ... Prejudice denial, mitigation and suppression in dialogue. *British Journal of Social Psychology*, 45, 441-462.

Finn, M. & Henwood, K. (2009). Exploring masculinities within men's identificatory imaginings of first-time fatherhood. *British Journal of Social Psychology*, 48, 547-562.

Gibson, S. & Condor, S. (2009). State institutions and social identity: National representation in soldiers' and civilians' interview talk concerning military service. *British Journal of Social Psychology*, 48, 313-336.

McKinlay, A. & McVittie, C. (2007). Locals, incomers and intra-national migration: Place-identities and a Scottish island. *British Journal of Social Psychology*, 46, 171-190.

*McKinlay, A. & McVittie, C. (2008). *Social psychology and discourse*. [Chapters 1 & 2] Oxford: Wiley-Blackwell.

*McKinlay, A. & McVittie, C. (2011). *Identities in Context: Individuals and Discourse in Action*. [Chapters 2-4] Oxford: Wiley-Blackwell.

McKinlay, A. & McVittie, C. (2011). 'This is just my life now': Gender identities in a Scottish occupational community. *Discourse & Society*, 22 (2). (Copies in Psychology library)

*Reynolds, Jill; Wetherell, Margie and Taylor, Stephanie (2007). Choice and chance: negotiating agency in narratives of singleness. *Sociological Review*, 55, pp. 331–351.

Dr Alison Lenton (Lectures 4, 6-7)

*Bargh, J. A., Raymond, P., Pryor, J., & Strack, F. (1995). Attractiveness of the underling: An automatic power sex association and its consequences for sexual harassment and aggression. *Journal of Personality and Social Psychology*, 68, 768-781.

*Diamond, S. S. (1992). Instructing on death: psychologists, juries, & judges. *American Psychologist*, 48, 423-434.

Eberhardt, J. L., Davies, P. G., Purdie-Vaughns, V. J., & Johnson, S. L. (2006). Looking deathworthy: Perceived stereotypicality of Black defendants predicts capital-sentencing outcomes. *Psychological Science*, 17, 383-386.

Hartwig, M., Granhag, P.A., & Strömwall, L.A. (2007). Guilty and innocent suspects' strategies during a police interrogation. *Psychology, Crime and Law*, 13, 213-227.

Hastie, R. (1993). *Inside the juror: The psychology of juror decision making*. New York: Cambridge University Press. [Chapters 4, 8]

Kassin, S. M., Goldstein, C. C., & Savitsky, K. (2003). Behavioral confirmation in the interrogation room: On the dangers of presuming guilt. *Law and Human Behavior*, 27, 187-203.

*Loftus, E. (1996). *Eyewitness testimony*. Cambridge, MA: Harvard University Press. [Chapters 2-5]

*Pennington, N., & Hastie, R. (1992). Explaining the evidence: Tests of the story model for juror decision making. *Journal of Personality and Social Psychology*, 62, 189-206.

Wiener, R. L., Hurt, L., Russell, B. Mannen, K., & Gasper, C. (1997). Perceptions of sexual harassment: The effects of gender, legal standard, and ambivalent sexism. *Law and Human Behavior*, 21, 71-93.

Dr Billy Lee (lectures 8-10)

Baumeister, R. F. & Sommer, K. L. (1997). What do men want? Gender differences and two spheres of belongingness: Comment on Cross and Madson (1997). *Psychological Bulletin*, 122, 38-44.

*Bavelas, J. B., Black, A., Lemery, C. R. & Mullett, J. (1986). "I show how you feel": Motor mimicry as a communicative act. *Journal of Personality and Social Psychology*, 50, 322-329.

*Chartrand, T. L. & Bargh J. A. (1999). The Chameleon Effect: The perception-behaviour link and social interaction. *Journal of Personality and Social Psychology*, 76, 893-910.

Coats, E. J. & Feldman, R. S. (1996). Gender differences in nonverbal correlates of social status. *Personality and Social Psychology Bulletin*, 22, 1014-1022.

*Fraley, R. C. and Shaver P. R. (1998). Airport Separations: A naturalistic study of adult attachment dynamics in separating couples. *Journal of Personality and Social Psychology*. 75, 1198-1212.

*Hall, J. A., Smith LeBeau, L., Gordon Reinoso, J. & Thayer, F. (2001). Status, gender, and nonverbal behaviour in candid and posed photographs: A study of conversations between university employees. *Sex Roles*, 44, 677-692.

Hsee, C. K., Hatfield, E., & Chemtob, C. (1992). Assessments of the emotional states of others: Conscious judgements versus emotional contagion. *Journal of Social and Clinical Psychology*, 11, 119-128.

Niedenthal, P. M., Brauer, M., Halberstadt, J. B. & Innes-Ker, A. H. (2001). When did her smile drop? Facial mimicry and the influences of emotional state on the detection of change in emotional expression. *Cognition and Emotion*, 15, 853-864.

Sonnby-Borgstrom, M. & Jonsson, P. (2004). Dismissing-avoidant pattern of attachment and mimicry reactions at different levels of information processing. *Scandinavian Journal of Psychology*, 45, 103-113.

Tucker, J. S. & Anders, S. L. (1998). Adult attachment style and nonverbal closeness in dating couples. *Journal of Nonverbal Behavior*, 22, 109-124.

PSYCHOLOGY OF THINKING & LANGUAGE (PSYL10011)

Module Organiser: Dr Martin Corley

Lecturers: Dr Martin Corley, Dr Ian Cunnings

Aims: To illustrate core issues in cognitive psychology through a discussion of communication, concepts, and mental representations

Objectives: To examine the routes from language input to conceptual understanding, and from concept to language. To address the issue of 'concepts' directly: what do we mean when we talk about the meaning of a word or utterance? To examine the effects that our mental representations have on our efforts to make sense of the world around us, and solve problems in the real world.

Outcomes: By the end of this series of lectures you should be able:

- to critically assess the experimental evidence for and against current cognitive theories
- to explain two or three major issues of dispute, and demonstrate why these issues are important within cognitive psychology.

Week	Content	Lecturer
1	Understanding words	IC
2	Understanding sentences	IC
3	Producing words	IC
4	Producing sentences	IC
5	No lecture – learning consolidation	
6	Innovative learning week	
7	Knowledge-lean problems	MC
8	Knowledge-rich problems	MC
9	Expertise	MC
10	Bayesian reasoning	MC

References

- Anderson, J.R. (2005). *Cognitive psychology and its implications* (6th Edition). New York, NY: Worth.
- Brosnan, M.J. (Ed.) (1996). *Cognitive functions: Classic readings in representation and reasoning*. Dartford: Greenwich University Press.
- Eysenck, M.W., & Keane, M.T. (2005). *Cognitive psychology* (5th Edition). Hove: Psychology Press.
- Harley, T.A. (2008). *The psychology of language: From data to theory* (3rd Edition). Hove: Psychology Press.
- Levelt, W.J.M. (1989). *Speaking: from intention to articulation*. Cambridge, MA: MIT Press
- Robertson, S.I. (2001). *Problem solving*. Hove: Psychology Press.

COURSEWORK DETAILS

PSYCHOLOGY LITERATURE REVIEW (PSYL10081)

Module Organiser: *Dr Lars Penke*

Choice of topics

Students will either choose from a selection of topics provided by teaching staff (available at http://www.psy.ed.ac.uk/psy_students/undergraduate/index.php and issued to students at the introductory meeting) or suggest their own topic. In the latter case you must directly contact the member of staff to make sure that s/he is prepared to supervise the topic, which you choose; this should be done early in Semester 1. The literature review topic must be one for which there is either an existing psychological literature or one in which students can use their psychology background to inform them of progress in the topic. Assessment is by means of a 5,000 word critical review.

Any student who does not have a literature review topic choice form should collect one from the course secretary in G8. List six topics from six different supervisors in order of preference on the form and submit the form via a box in the Psychology library by **Thursday noon, 22 September**. You will be assigned your highest preference topic possible, given constraints on group sizes for the tutorials. Please note that you must name six DIFFERENT supervisors, otherwise your choices are not valid and you will be assigned randomly to a supervisor. Students who do not submit a form by the above deadline will be assumed to be prepared to be assigned a topic.

Guidance on tutorials and preparation

Three tutorials will be offered at times negotiated with your supervisor. It is recommended that the first one takes place in week 3, the second in week 5/6 and the last one in week 7/8. Please note that tutorial attendance is a requirement of the course and no additional support will be given to those students who persistently fail to attend tutorials. The tutorials will guide you through the stages of your literature review. The process will not be identical for all topics and students. However, you might use your tutorials to discuss the following:

Tutorial 1

Title Proposal and Abstract. You will agree with your supervisor a working title that reflects your intended review area and purpose. You will work on an abstract that should summarise the main themes and delineate specific issues to be investigated. In the tutorial you will discuss inclusion and exclusion criteria for your proposed review.

Tutorial 2

Identification and Discussion of Key Articles: By this tutorial you will have identified some of the key articles around which your review will be based. These may include a recent review article, a seminal research paper, or perhaps a series of articles on an unresolved issue. Bring these articles with you and be prepared to discuss how your review will be insightful, original, or significant.

Tutorial 3

Structure and Presentation: By now you will have read most articles that comprise your review. This tutorial will focus on writing and presentational issues and you will plan how to logically structure your expertise into a coherent review paper.

Please note that supervisors do not read drafts of students' work.

Submission deadline and extensions

All literature reviews must be submitted by 4pm on Thursday 24 November. Failure to comply with the deadline without special circumstances will incur marks penalties as follows:

- Up to 5 working days, 5 marks per day will be deducted.
- More than 5 working days late, a mark of zero will be given.

Where special circumstances are responsible for a loss of study time see p6. For an extension see pp 5/6.

Submission

The Literature Review should be submitted in **TWO FORMATS**:

1. Two hard copies (type-written, double spaced, using 12 point fonts) should be submitted to the course secretary via the 3rd year essay box in the concourse.
2. An electronic copy must be submitted via Turnitin*. A link to Turnitin will be available via the course WebCT.

Turnitin is plagiarism detection software. We may submit a random sample of the project write-ups to the software and we will use the software where the marker has a suspicion regarding plagiarism. The electronic submission allows us also to check the exact word count.

Word limit

The Literature Review must not exceed 5,000 words in length, exclusive of the title, abstract, figures and tables and the reference list,. The abstract should not exceed 150 words. All literature reviews should provide a stated word count for the abstract and the review on the front cover.

The adherence to the word limit is as important as the adherence to the submission deadlines. Nowadays, more and more scientific journals as well as conferences enforce strict word limits and submissions, which do not respect these, are immediately rejected. Learning to write within a given word limit is, therefore, **a very important part of academic training**. While we do not apply an explicit algorithm to deduct marks for exceeding the word limit, markers will use their academic judgement and any word limit violations will influence the overall mark.

References

All work referred to in the body of the Review should be listed in a references section at the end. In listing references, the format employed by BPS publications must be used.

Feedback

For purposes of feedback a provisional mark for the Literature Review will be released after the last exam in December. Please note that these marks will be subject to ratification by the Final Exam Board in June.

Learning outcomes

- Ability to use bibliographic databases to identify a core literature to review.
- Appreciation of the importance of different methodologies in the topic area, with understanding of issues (as appropriate to topic) such as experimental design and power/sample size.
- Ability to critically appraise an area and suggest profitable avenues for future research.

General

The aim of the exercise is to write a paper, which provides a critical review of the literature on a topic in psychology. So you first need to find a topic which interests you, and on which a manageable amount of literature has been written. Your topic should be neither too broad nor too narrow. If one and only one book/journal paper has been written on some topic, there is little point in trying to review that - that would be a review of one piece of literature, rather than a review of an area of literature. As a rule of thumb, it is difficult to write a review on a topic which has less than ten relevant publications. You must decide what is an appropriate number of references – your mark does not depend on the absolute number.

At the same time, try to avoid being over-ambitious, trying to review too broad an area - e.g., a review of the work on 'maternal deprivation' in man and animals from Bowlby and Spitz to the present day. Here, the literature is too vast, and so you could not possibly consult even a substantial part of it at first hand. It is important to avoid writing something which is just an improved version of a first-year essay in which you present material culled second-hand from textbooks and review papers. Rather, you should show that you can draw your own conclusions from a reasonable body of original work you have consulted directly.

If there are important published reviews in your chosen area, you should be careful not to simply précis these – you have to come to your own view of the literature, and it is important to be able to show that you have done so. For example, you might be better to cover in detail work published since a major review (using it only as the background to your survey) rather than running the risk of just regurgitating the previous author's conclusions.

You should report and discuss literature which you have read and digested yourself. You should not lift 'your' list of references, to support some point in your argument, straight from somebody else's article, nor (normally) report another author's summary of references that you have not consulted yourself. There may be some cases in which it is appropriate to report on material you have not been able to get hold of, but if you do need to do this you must make clear (e.g. by quotation marks, by an appropriate phrase in your text, etc.) that this part of the review is secondhand, and where it comes from. Also, in the References section of your review, make it clear which articles have not been read first-hand, e.g. by adding "(not consulted)" or "cited by X, 19xx". The important thing is to identify clearly which of the references you have not seen directly, so the reader can be sure that everything else is material you have read first-hand.

Some useful hints on defining a topic area and on the other steps in writing a literature review can be found in Chapter 2 ('Steps in writing the library research paper') in Sternberg, R.J. (1995), *The Psychologist's Companion*, 3rd edition. Cambridge: Cambridge University Press.

Above all, remember that:

- We are not looking for evidence that you have read an area of literature which you then recount: in 1987 Smith conducted a study which showed ... ; then in 1988 Brown did a study ... However, in 1989 Jones ... This comes across as a catalogue.
- What we are looking for is evidence of critical thought. Having read this area of literature, do you understand the issues? You need to say not only what studies (or what main studies) have been done, but also indicate the claims. And what are the counterclaims? How are we to interpret competing results and claims? What are the main methodological issues in this area? What are the main theoretical issues? Are there any applied issues? And so on. What is absent in the literature? Would another perspective have been more appropriate? Other's comments on the research?

So, it is intended to be a critical, evaluative, thoughtful exercise, which gives you a chance to demonstrate to your reader that you can read up on a topic, think about it, and identify the main issues for yourself. When writing your Review, provide an Abstract of not more than 150 words. Indicate your topic and the structure of your Review in an Introduction; then feel free to use sections and section headings if this helps to reveal your Review's structure and organisation; provide a Conclusions section at the end; then list your References in the BPS format:

Miller, G.A. (1966). *Psychology: The Science of Mental Life*. Harmondsworth: Penguin.

Shepherd, R., & Gale, A. (1982). EEG correlates of hemispheric difference during a rapid calculation task. *British Journal of Psychology*, 73, 69-80.

Finally, what is the connection between the Literature Review and the Honours Project in 4th Year? If a student wants to complete a Project in an area related to the Literature Review, this is acceptable (provided a member of staff agrees to supervise the Project: the usual rule). It is more usual (and gives the student a more diverse learning experience) to complete a Review in one area, and conduct a Project in a quite different area. Students who choose a 4th year dissertation topic which overlaps their literature review topic should note that it is NOT permissible to re-submit any part of the text of their literature review within the dissertation; the two pieces of work, literature review and dissertation, are required to be distinct.

Support materials

The Psychology Library, University Main Library and Teaching Learning Assessment Centre in Moray House all have study skill materials available to give you guidance on conducting and writing up a library based research project/literature review. In addition a selection of literature reviews carried out in previous years is available in the Psychology library. The following references might also be useful:

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

Hart, C. (1998). *Doing a literature review: releasing the social science research imagination*. London: Sage.

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

Sternberg, R. J. (1993). *The Psychologist's companion: a guide to scientific writing for students and researchers*. Cambridge: CUP (especially Chapter 2).

Literature Review mark scheme

Marks are assigned within the following categories, which are equally weighted.

1. *Selection of what to review*. Are the inclusion/exclusion criteria for the literature covered valid? Do the selected papers cover the stated topic well? Is the number of references included about right? Are there any obvious gaps in coverage, arbitrariness, or lack of coherence in the selection of material? (Possible problems: too much literature being covered leading to lack of coherence, too little being covered for the review task to be challenging.)

2. *Presentation/clarity*. Is the choice of topic well-motivated in the introduction? Is the review logically structured? Are both the background to the topic and the actual research findings clearly described? Is the level of detail appropriate? Could a reader non-expert in the area learn from this review?

3. *Understanding of statistical/methodological issues*. Are statistical/methodological issues discussed clearly? Does the student show a proper appreciation of issues (as appropriate to topic) such as experimental design, power/sample size, sampling etc? Does the discussion of the results of studies reviewed show understanding of the how the data were analysed? Are design/analysis issues treated in sufficient detail?

4. *Demonstration of critical skills*. Are the results of research in the topic area critically evaluated rather than merely summarised? Is this piece of work a truly critical review rather than a one-sided description/presentation of a particular theoretical perspective? Is there identification of weaknesses and strengths in theory, methodology, interpretation etc., both at the level of individual studies and in the field as a whole? How well is the problem of dealing with contradictory research findings and assessing where the balance of the evidence lies dealt with? Is there evidence of independent thinking?

5. *Quality of discussion and conclusions*. Is there a clear and well-argued summary of what this literature shows and also of problems, unresolved questions within the topic area? Does the discussion include good suggestions for work that needs to be done to move the area forward?

PSYCHOLOGY GROUP PROJECT (PSYL10082)

Module Organiser : Prof Martin Pickering

The project provides students with experience of group-based collaborative research work. Students will design and conduct a psychological study in an area relevant to the research interests of the staff member who supervises the project. Project results are submitted in the form of An APA-style journal article.

Projects provide an opportunity for students to engage in discussion with a staff member for approximately one hour each week (time, place and frequency of meetings are arranged with the project supervisor). These meetings are intended to function as a tutorial equivalent. Students will be required to spend approximately three hours per week across the semester for successful completion of data collection, analysis and write-up of the work.

Learning outcomes:

- 1) Gain experience of collaborative team research.
- 2) Further develop existing skills in designing and conducting psychological research.
- 3) Further develop existing skills in analysis and writing up of research results.
- 4) Gain experience of working with electronic bibliographic databases.

Project assignment and choice

In week 8, the project list link will be sent to students via email and posted online at

http://www.psy.ed.ac.uk/psy_students/undergraduate/index.php

You will be asked to sign to **ONE** group project of your choice via WebCT. Please note that this requires prior matriculation, registration for Psychology 3 and logging in via MyEd Portal. The class will be notified in week 10 when the signup becomes live.

(note: visiting undergraduates who are attending in semester 2 only will be assigned to projects on an availability basis). Group sizes are approximately 7-10 students per project.

The Group Project experience will differ from supervisor to supervisor. Some will require more work to develop the materials, others will require more work to collect the data, and still others will require the use of more sophisticated statistical techniques. This is what makes research interesting, and is not something that can be compared or controlled between different projects

Resources

The Psychology Library, University Main Library and Teaching Learning Assessment Centre in Moray House all have study skill materials available to give you guidance on conducting and writing up projects. The following references might be useful:

- Collins, S.C., & Kneale, P.E. (2001). *Study skills for psychology students: a practical guide*. London: Arnold.
- Bell, J. (2005). *Doing your research project*. Buckingham: Open University Press. (4th ed).
- Dunn, D. (2011). *A short guide to writing about psychology* (3rd ed). London: Longman. [Main Library]
- Field, A., & Hole, G. (2003). *How to design and report experiments*. Thousand Oaks: Sage.
- Forshaw, M. (2004). *Your undergraduate psychology project: a BPS guide*. Oxford: Blackwell.
- Heffernan, T.M. (2000). *A Student's guide to studying psychology*. Hove: Psychology Press
- Landrum, R. E. (2008). *Undergraduate Writing in Psychology: Learning to Tell the Scientific Story*. Washington, DC: APA. [Main Library]
- Sternberg, R.J. (2003). *The Psychologist's companion: a guide to scientific writing for students and researchers* (4th ed). Cambridge: CUP (especially Chapter 3, 7 & 8).

Time management and group communication

Supervisors schedule regular meetings with their group. It is however also important that groups communicate with each other e.g. by email, and meet at other times in order to progress the project rather than simply relying on meetings arranged with the project supervisor. There are bookable

group study rooms available in the Main Library. It is important that the data-gathering phase of the project is completed well in advance of the hand-in deadline, allowing sufficient time for data entry, analysis, and writing the report.

Project report

Each student writes up an individual APA-style report of no more than 3000 words (excluding title page, references, figure/table legends, excerpts and abstract, the latter of which should be no more than 150 words), which should be typed or word-processed and should be in the form of a journal article. A stated word count should be included on the front cover.

Supervisors can provide help with general issues of report structure, but do not read drafts of student's work.

Each student MUST produce their own independently written report. In particular, although project groups will generally wish to discuss data-analytic strategies, with guidance from the supervisor, all data analyses presented in a student's project report must be performed independently.

Submission deadline and extensions

All projects must be submitted by 4pm on Thursday 15 March. Failure to comply with the deadline without special circumstances will incur marks penalties as follows:

- Up to 5 working days, 5 marks per day will be deducted.
- More than 5 working days late, a mark of zero will be given.

Where special circumstances are responsible for a loss of study time see p6. For an extension see pp 5/6.

Submission

The Group Project should be submitted in **TWO FORMATS**.

1. Two hard copies (type-written, double spaced, using 12 point fonts) should be submitted to the course secretaries via the 3rd year essay box in the concourse.
2. An electronic copy must also be submitted via Turnitin*. A link to Turnitin will be available via the Group Project course on WebCT.

*Turnitin is plagiarism detection software. We may submit a random sample of the project write-ups to the software and we will use the software where the marker has a suspicion regarding plagiarism.

Marking guidelines for Projects

<p>Student exam number:</p> <p>Supervisor:</p> <p>The overall mark is the sum of the section marks.</p>	<p>Mark per section (out of 20)</p>
<p>1. Background and literature review Does this section give an appropriate background to the study? Is it critically argued, presenting important information about methodology and implications of previous studies? How compelling is the rationale for the present study: do the research questions and/or hypotheses follow logically from the literature reviewed?</p>	
<p>2. Methods Are the methods clearly justified? Are the methods original and/or an improvement on the norm? Is the section clearly laid out? Does it describe the selection and recruitment of subjects, the procedures and measures of the investigation, and the strategy for analysis (if the analysis strategy is not here, is it explained in the results section)? Are the planned analyses appropriate to the topic (i.e., will the analyses test the chosen hypotheses or research questions)?</p>	
<p>3. Results Does the presentation of results follow the analysis strategy? Are the results relevant to the hypotheses/research questions? Are the analyses conducted and presented competently, and are the results clearly and logically presented? Do the results strike a good balance between explaining and showing all the necessary and important findings (qualitative or quantitative) with the help of clear tables or figures, without including excess text, unnecessary analyses, or redundant tables or figures?</p>	
<p>4. Discussion Is the section more than just a re-statement of the results section? Is it clear that the implications of the findings are understood? Are the results discussed with reference to other studies in the field? Are the present study's strengths and weaknesses insightfully discussed? Are the conclusions justified, and any recommendations for future research sensible?</p>	
<p>5. Overall assessment: style of writing; independence of student Is the thesis well laid out? Are claims in the text supported by citations? Is the writing grammatical, with correct paragraph structure, complete sentences, proper spelling and punctuation? How well does the text flow? How original and insightful was the project and the write-up? How independent was this student? Is there one standard style of referencing followed, and is it applied consistently throughout? Is the reference section complete?</p>	
<p>Total Mark out of 100</p> <p>Marker's signature.....</p>	

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.

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

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://dissc.tees.ac.uk/Plagiarism/Plag-4.htm>

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

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 at: <http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism>.

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)).

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

Telephone/Room Numbers for 2011/2012

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September 2011		Semester dates for academic year 11/12
12-16		Induction Week
19	Semester 1	Start of Teaching Block 1
October 2011		Academic Year 11/12
21		End of Teaching Block 1
24		Start of Teaching Block 2
November 2011		Academic Year 11/12
TBC		Graduations
December 2011		Academic Year 11/12
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
January 2012		Academic Year 11/12
1-3		University closed
13		Winter Teaching Vacation ends
16	Semester 2	Start of Teaching Block 3
February 2012		Academic Year 11/12
17		End of Teaching Block 3
20-24		Innovative Learning Week
27		Start of Teaching Block 4
April 2012		Academic Year 11/12
6		End of Teaching Block 4
9		Spring Teaching Vacation starts
20		Spring Teaching Vacation ends
23-27		Revision
30		Examinations start
May 2012		Academic Year 11/12
25		End of Semester 2 / End of Examinations
28		Summer Teaching Vacation starts
June 2012		Academic Year 11/12
TBC		Graduations start
July 2012		Academic Year 11/12
TBC		Graduations end

