Course Guide

Psychology 3
2012-2013

Course Organiser
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1. COURSE AIMS, OBJECTIVES AND STRUCTURE

**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.

Methodology is a core part of the course and is essential for the development of your research skills in this and your final year. The methodology course is supported by 3 coursework assignments and Q&A sessions. Advanced research design and analysis skills are developed by the Project.

**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, Prof Elizabeth Austin (elizabeth.austin@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 (Personal Tutor. 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 40 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](http://www.drps.ed.ac.uk).

*It is the responsibility of combined honours students, in consultation with their Personal Tutor, 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 Personal Tutor and the 2012/13 Degree Regulations and Programmes of Study.

**Course overview**

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

**Visiting students**
Full year students may select courses offered in 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 Personal Tutor 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 courses in Psychology 4.

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

2. INTENDED LEARNING OUTCOMES

**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**
- 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).
3. LECTURE TIMES AND LOCATIONS

**Introduction**
* The Memory & Perception lecture is replaced by an introductory meeting to the course given by the Y3 Course Organiser, Prof Elizabeth Austin at 2pm on Monday 17 September in F21, 7 George Square.

**SEMINER 1 TIMETABLE**
**Semester 1**: Monday 17 September – Friday 30 November 2012

<table>
<thead>
<tr>
<th>Day</th>
<th>Lecture Topic</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>*Memory &amp; Perception (PSYL10013)</td>
<td>2.10 – 4.00 pm</td>
<td>F21</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Social (PSYL10010)</td>
<td>2.10 – 4.00 pm</td>
<td>F21</td>
</tr>
<tr>
<td>Thursday</td>
<td>Methodology 1 (PSYL10034)</td>
<td>4.10 – 6 pm</td>
<td>F21</td>
</tr>
<tr>
<td>Friday</td>
<td>Biological (PSYL10002)</td>
<td>2.10 – 4.00 pm</td>
<td>F21</td>
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**SEMINER 2 TIMETABLE**
**Semester 2**: Monday 14 January – Friday 5 April 2013

<table>
<thead>
<tr>
<th>Day</th>
<th>Lecture Topic</th>
<th>Time</th>
<th>Venue</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Thinking &amp; Language (PSYL10011)</td>
<td>2.10 – 4.00pm</td>
<td>F21</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Differential (PSYL10009)</td>
<td>2.10 – 4.00pm</td>
<td>F21</td>
</tr>
<tr>
<td>Thursday</td>
<td>Methodology 2 (PSYL10035)</td>
<td>4.10 – 6 pm</td>
<td>F21</td>
</tr>
<tr>
<td>Friday</td>
<td>Developmental (PSYL10012)</td>
<td>2.10 – 4.00pm</td>
<td>F21</td>
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Students are expected to be present in Edinburgh during teaching weeks. 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.

**Week 6**
**INNOVATIVE LEARNING WEEK** (18-22 February 2013). Normal teaching slots will be suspended and in their place will be a range of other activities such as master classes, a research day, a science fair, and guest lectures. More information will follow nearer the time so please check the School website where details will be available on the PPLS Events page:

4. LECTURE CONTENT

BIOLOGICAL PSYCHOLOGY (PSYL10002) Course Organiser: Dr Thomas Bak
Lecturers: Dr Thomas Bak, Dr Sarah MacPherson

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 and intelligence in nonhuman primates, broader aspects of the evolution of animal cognition, and the neurobiology of memory and emotion. 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

- understand the role of the evidence from animal behaviour in current debates about human nature and its genetic and environmental determinants
- recognise the main stages in the evolution of the nervous system in animals
- give at least two examples to explain the way in which ‘comparative’ studies (of the abilities of animals) can contribute to questions about the origins of human abilities
- explain the similarities and differences between communication and social structure in different species
- describe with illustrations the functional and anatomical organisation of the human brain
- give at least two examples of different techniques which support the importance of the role of the hippocampus in spatial memory
- explain the contribution of model/simple systems to understanding the nature of synaptic plasticity
- understand what is meant by ‘cognitive mapping’ and its importance in models of memory

Week | Content | Lecturer
--- | --- | ---
1 | Brain video and model distribution | SM
2 | The neurobiology of memory | SM
3 | Cognitive maps and spatial memory | SM
4 | The evolution of the nervous system I | THB
5 | The evolution of the nervous system II | THB
6 | No class –revision for Brain Quiz | THB
7 | *Brain Quiz – Friday 2 November* | THB
8 | Alphabetically in 2 groups – i) 2.10-2.55pm & ii) 3.10-3.55pm | THB
9 | Human nature, language and communication | SMP
10 | The neurobiology of emotion | EN
11 | Video discussion: animal minds | EN

*The Brain Quiz is a component of the Biological Psychology degree exam and attendance is a requirement of the course.

References

Dr Thomas Bak

Dr Sarah MacPherson
**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 1. Additional material can be obtained from the departmental brain video shown in Week 1. 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 11th Edition of Carlson's Physiology of Behaviour (Methods and Strategies of Research, pp 130-163). 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 7 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 2.10pm and the second half at 3.10pm. Those with special arrangements will be notified separately as to time and venue.
Course overview:
This course addresses the general issue of ‘what develops’ and ‘what declines’ during the human lifespan. It explores the nature of developmental change by considering the inter-relationships between:

- different aspects of development (cognitive, linguistic, social) and between component skills within these areas
- different stages of the lifespan
- biological and environmental influences on development
- typical and atypical development.

The course is in three sections, each addressing specific topics that are used to illustrate one or more of the above themes. The first section focuses on socio-cognitive development and, in particular, on some of the non-verbal perceptual and cognitive skills (e.g. face perception, gaze, gesture, self-knowledge) that underpin children’s social experience and that may be impaired in some developmental disorders. The second section focuses on language development and, in particular, on evaluating the adequacy of social and cognitive explanations of how children learn word meanings and assessing the interplay between biological and environmental influences on language development. The third section considers issues that integrate episodic memory, 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 critically assess empirical evidence regarding some of the ways in which cognitive, linguistic and social aspects of development are inter-related
- to understand relationships between different components of cognitive ability (e.g. selective attention and face processing; memory and executive functioning)
- to describe the nature of developmental change across different stages of the lifespan (e.g. pre-verbal communication in infancy as a precursor to verbal communication in childhood; how episodic memory develops in infancy and childhood and how it declines in old age)
- to understand some of the ways in which biological factors underpin developmental growth/decline and how these interact with environmental influences (e.g. cognitive neuroscience of language acquisition; brain changes that may underlie memory/cognitive ageing)
- to give examples of how comparisons between typical and atypical development contributes to our understanding of the nature of developmental change
- to describe and evaluate theoretical accounts of the nature of developmental growth and decline (e.g. cognitive and social approaches to explaining the development of word meaning; theories of cognitive ageing such as decline in processing speed)

See also specific learning outcomes for each lecture.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Selective attention and face perception</td>
<td>KGS</td>
</tr>
<tr>
<td>2</td>
<td>Gesture and the practical applications of non-verbal communication in children</td>
<td>KGS</td>
</tr>
<tr>
<td>3</td>
<td>Development of self-knowledge</td>
<td>KGS</td>
</tr>
<tr>
<td>4</td>
<td>Atypical cognitive development</td>
<td>KGS</td>
</tr>
<tr>
<td>5</td>
<td>The development of word meaning, and the interplay of social and cognitive factors in development</td>
<td>HR</td>
</tr>
<tr>
<td>6</td>
<td>Innovative learning week</td>
<td>HR</td>
</tr>
<tr>
<td>7</td>
<td>The cognitive neuroscience of language acquisition</td>
<td>AM</td>
</tr>
<tr>
<td>8</td>
<td>Memory development</td>
<td>AM</td>
</tr>
<tr>
<td>9</td>
<td>Memory ageing</td>
<td>AM</td>
</tr>
<tr>
<td>10</td>
<td>Cognitive and brain ageing: a lifespan perspective</td>
<td>AM</td>
</tr>
</tbody>
</table>
Surgery hours for KGS, HR and AM – to be arranged

**Week 1 Selective attention and face perception (KGS)**
**Aims:** To illustrate how children are naturally drawn to socially salient information within their environment such as face and eye areas of other people. This lecture will show that selectively attending to information presented on faces or engaging in eye contact allows other complex cognitive skills to develop.

**Outcomes:** To understand that selective attention to people, faces and eyes throughout development allows face processing skills to become refined and specialised.

**Key reference**

**Week 2 Gesture and the practical applications of non-verbal communication in children (KGS)**
**Aims:** To illustrate the use of gesture by children to aid verbal communication. This lecture will combine with the previous week and illustrate the practical applications of examining gaze behaviour, face perception and gesture in developmental populations. By exploring these non-verbal communicative cues we are informed about children’s knowledge and cognitive development within forensic, educational and diagnostic settings.

**Outcomes:** To understand that children rely on non-verbal communication as communicative scaffolding because language skills are still being fine-tuned.

**Key references**

**Week 3 Development of self-knowledge (KGS)**
**Aims:** This lecture aims to chart the development of self-knowledge. This will include documenting the first signs of self-awareness in infants through to self-reflecting in adolescence. This lecture will also examine how the Self-concept may be anchored within Theory of Mind and other socio-communicative abilities.

**Outcomes:** To understand how a cognitive component such as self-knowledge may impact on other cognitive and social skills.

**Key references**

**Week 4 Atypical cognitive development (KGS)**
**Aim:** To emphasise the important cognitive developmental milestones which are essential for efficient socio-cognitive functioning and interactions in everyday life. This lecture will explore the wider implications on complex socio-cognitive skills if cognitive development is impaired or atypical. This will be illustrated by mainly comparing two disorders of development such as Autism and Williams Syndrome and the socio-cognitive impairments associated with these disorders.

**Outcomes:** Students should understand the importance of typical cognitive development in early infancy throughout childhood. They will also understand key features of two developmental disorders; Autism and Williams Syndrome.
Key references

Week 5 The development of word meaning, and the interplay of social and cognitive factors in development (HR)

**Aims:** In learning a language, children acquire a socially and culturally shaped medium for transmitting complex internal thoughts. To what extent should the acquisition of language be explained as a socially-driven phenomenon, and to what extent should it be explained based on cognitive processes internal to the child? Word learning presents a case-study for this fascinating question, as children have to link a world they are only beginning to understand to the arbitrary sounds of their language. We will explore how the mapping between sound and meaning, and the structure of our semantic system, develop, and evaluate whether theories based on social or cognitive factors better explain the data.

**Outcomes:** This section focuses on evaluating the explanatory abilities of different theories. Students should learn about both social and cognitive approaches to investigating word learning, and the surprising and fascinating phenomena uncovered during these investigations, but the focus will be on how to use data points to compare and contrast theories.

**References:** To be confirmed.

Week 6 No lecture

Week 7 The cognitive neuroscience of language acquisition (HR)

**Aims:** The ability to acquire language is unique to humans: No other species is able to acquire a communication system of comparable complexity. This class explores the biological endowments that underlie this particularly human ability. Topics of interest include: Differences in language-learning abilities between humans and animals; what we can learn about language acquisition from neuroimaging; why our ability to acquire languages changes as we age; the ways in which language acquisition is, and is not, robust to environmental differences (such as growing up blind or deaf).

**Outcomes:** Students should be able to 1) Demonstrate an understanding of many of the major issues in the cognitive neuroscience of language acquisition. 2) Think critically about the interplay of biological and environmental influences in child development. 3) Critically evaluate scientific arguments and evidence in this field.

**References:** To be confirmed.

Week 8 Memory development (AM)

**Aims:** To characterise the ways that memory develops in infancy and childhood. To understand the relationship between episodic memory development and other aspects of cognitive development. To examine the possible brain bases of these changes.

**Outcomes:** To be able to discuss the key elements of memory development in infancy and childhood in the context of other aspects of development.

**Introductory reading**
**Key references**


**Week 9 Memory ageing (AM)**

**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 evaluate whether a one-factor, unitary account is possible.

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

**Introductory reading**


**Key references**


**Week 10 Cognitive and brain ageing: a lifespan perspective (AM)**

**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**


Differential Psychology (PSYL10009) Module Organiser: Dr Lars Penke
Lecturers: Dr Wendy Johnson, Dr Lars Penke

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

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 and 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 differential approach to the study of psychology. You should understand and be able to discuss the structures of cognitive abilities and personality traits; 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.

The main textbooks for the course are:

Additional and/or background reading

References to required and recommended journal articles will be provided in the lectures.
MEMORY & PERCEPTION (PSYL100130) Module Organiser: Dr Alexa Morcom  
Lecturers: Dr Alexa Morcom, Dr David Carmel

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) have altered perception and memory, and how the study of such altered function also can inform our understanding of perception in general.

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<tr>
<th>Week</th>
<th>Content</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductory meeting</td>
<td>BL</td>
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</table>
| 2    | Working Memory  
(Eysenck & Keane Chapter 6 pp 206-223  
Ward Chapter 14 pp 311-322) | AM |
| 3    | Episodic Memory  
(Eysenck & Keane Chapter 6 pp 223-227, 242-245 &  
Chapter 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) | DC |
| 8    | Objects/attention (Goldstein Chapter 5 & 6) | DC |
| 9    | Colour/Depth/ Size (Goldstein Chapters 9 & 10) | DC |
| 10   | Touch/Smell/ Taste (Goldstein Chapters 14 & 15) | DC |
| 11   | Reading and consolidation week: Perception | |

Learning outcomes:
By the end of the course, you should be able to discuss critically and evaluate:
- The main theories of working memory and their relationship to executive function
- The principles of episodic memory and its relationship to knowledge
- The different types of human memory and evidence for different memory systems
- The relation between the external world, sensory stimulation and perception
- The neural and cognitive mechanisms that mediate perception
- The gaps in our current understanding of perceptual processes

Background reading
For both sections of the course, you 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. Reading of key peer-reviewed journal articles is advised and some selections of these will be recommended.
**Memory: Essential reading**
The sections indicated (above) of Chapters 6, 7, & 8:
Also Chapter 14:

**Other useful reference books**
You may also find additional material in Eysenck & Keane and Ward helpful.

**Perception: Essential reading**
Chapters 2-10 & 14-15 of the following text:

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

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<tr>
<th>Week</th>
<th>Content</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>1</td>
<td>Regression I</td>
<td>AN</td>
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<tr>
<td>2</td>
<td>Regression II</td>
<td>AN</td>
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<tr>
<td>3</td>
<td>Regression Practical Session</td>
<td>JA</td>
</tr>
<tr>
<td>4</td>
<td>ANOVA 1</td>
<td>WJ</td>
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<tr>
<td>5</td>
<td>ANOVA II</td>
<td>WJ</td>
</tr>
<tr>
<td>6</td>
<td>ANOVA Practical Session</td>
<td>JA</td>
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<tr>
<td>7</td>
<td>Power Analysis</td>
<td>AN</td>
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<tr>
<td>8</td>
<td>Factor Analysis I</td>
<td>EA</td>
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<tr>
<td>9</td>
<td>Factor Analysis II</td>
<td>EA</td>
</tr>
<tr>
<td>10</td>
<td>Factor Analysis Practical Session</td>
<td>JA</td>
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References

Supplement

Additional Reading

Recommended reference for intercalated medical students

*Please note that we have specified the 4th Edition of this book and not the most recent 5th Edition because the 5th Edition contains a number of errors in the mathematical formulas. Please make sure that you refer to the 4th Edition when revising.*
METHODOLOGY 2 (PSYL10035) Module Organiser: Dr Sue Widdicombe  
Lecturers: Dr Peter Lamont, Dr Billy Lee, Dr Rob McIntosh, Dr Mante Nieuwland, 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discursive Psychology 1: Theory and Rationale</td>
<td>PL</td>
</tr>
<tr>
<td>2</td>
<td>Discursive Psychology 2: Methods and Issues in Data Collection</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Discursive Psychology 3: Data Analysis</td>
<td>SW</td>
</tr>
<tr>
<td>4</td>
<td>Discursive Psychology Practical Session</td>
<td>PL/SW/</td>
</tr>
<tr>
<td>5</td>
<td>Interpretative Phenomenological Analysis</td>
<td>BL</td>
</tr>
<tr>
<td>6</td>
<td>Innovative learning week</td>
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<tr>
<td>7</td>
<td>Scale construction 1</td>
<td>LP</td>
</tr>
<tr>
<td>8</td>
<td>Scale construction 2</td>
<td>LP</td>
</tr>
<tr>
<td>9</td>
<td>Cognitive neuroimaging: Studying the mind through the brain</td>
<td>MNI</td>
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<tr>
<td>10</td>
<td>Single-case studies</td>
<td>RMI</td>
</tr>
<tr>
<td>11</td>
<td>Meta-Analysis</td>
<td>CW</td>
</tr>
</tbody>
</table>

**References**


**Week 9:** Luck, S.J. (2005). An Introduction to the Event-Related Potential Technique. Cambridge, MA.: MIT Press (Chapter 1 up to page 34)


**Week 10:** Crawford J.R, Garthwaite P.H & Gray C.D (2003). Wanted: fully operational definitions of dissociations in single-case studies. *Cortex* 39: 357-370. (see also other papers in this issue)

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.

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

**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)**
*McKinlay, A. & McVittie, C. (2011). 'This is jist my life noo': Gender identities in a Scottish occupational community. Discourse & Society, 22 (2). (Copies in Psychology library)*
Dr Alison Lenton (Lectures 4, 6-7)


Dr Billy Lee (lectures 8-10)


PSYCHOLOGY OF THINKING & LANGUAGE (PSYL10011) Module Organiser: Dr Ian Cunnings
Lecturers: Dr Ian Cunnings, Dr Adam Moore

**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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Lecturer</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding words</td>
<td>IC</td>
</tr>
<tr>
<td>2</td>
<td>Understanding sentences</td>
<td>IC</td>
</tr>
<tr>
<td>3</td>
<td>Producing words</td>
<td>IC</td>
</tr>
<tr>
<td>4</td>
<td>Producing sentences</td>
<td>IC</td>
</tr>
<tr>
<td>5</td>
<td>No lecture – learning consolidation</td>
<td>IC</td>
</tr>
<tr>
<td>6</td>
<td>Innovative learning week</td>
<td>AM</td>
</tr>
<tr>
<td>7</td>
<td>Knowledge-lean problems</td>
<td>AM</td>
</tr>
<tr>
<td>8</td>
<td>Knowledge-rich problems</td>
<td>AM</td>
</tr>
<tr>
<td>9</td>
<td>Expertise</td>
<td>AM</td>
</tr>
<tr>
<td>10</td>
<td>Bayesian reasoning</td>
<td>AM</td>
</tr>
</tbody>
</table>

**References**
5. PPLS UNDERGRADUATE STUDENT HANDBOOK
The PPLS Undergraduate Student Handbook has more information on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments, and useful sources of advice.

The Handbook can be found here: http://www.ppls.ed.ac.uk/students/undergraduate/manage_your_courses.php

6. TUTORIALS
Literature Review
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.

GROUP PROJECT
Guidance on meeting structure and working on the project
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 writing the report.

Supervisors normally schedule weekly negotiated meetings with their group in semester 2. 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.
7. ASSESSMENT INFORMATION
PSYCHOLOGY LITERATURE REVIEW (PSYL10081) Module Organiser: Dr Lars Penke

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.

Choice of topics
Students will either choose from a selection of topics provided by teaching staff (available at https://www.learn.ed.ac.uk/) 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.

A form will be available on Learn and you will list six topics from six DIFFERENT supervisors in order of preference and submit the form via a box in the Psychology library by Thursday noon, 20 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.

Submission deadline
All literature reviews must be submitted by 4pm on Thursday 22 November. Failure to comply with the deadline without special circumstances will incur marks penalties as follows:
• 5% per day will be deducted up to 5 working days.
• More than 5 working days late, a mark of zero will be given.

Where special circumstances are responsible for a loss of study time and for information on extensions, see p5 at the link provided.

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

Submission
The Group Project must be word processed, and submitted in TWO FORMATS by the deadline.

1. TWO hard copies (type-written, double spaced, using 12 point fonts) You must attach a coversheet to each copy and complete one ‘declaration of own work’ form which can be found in the Resource Room on the ground floor of the Dugald Stewart Building. Please post in the box marked PSYCHOLOGY outside the Teaching Office, 4th floor, Room 4.5 in Dugald Stewart Building.

2. ONE electronic copy must also be submitted in *Turnitin via a link in Learn.

*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.

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 coversheet.

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.

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 an appropriate number of references is – 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 second-hand, 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:


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:


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: Dr Andrea Martin

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 will be sent to students via email and posted online at

https://www.learn.ed.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D7280_1%26url%3D

You will be asked to sign to ONE group project of your choice via MyEd in Learn. 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 5-6 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:


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 students’ 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 14 March. Failure to comply with the deadline without special circumstances will incur marks penalties as follows:

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

Where special circumstances are responsible for a loss of study time and for information on extensions, see p5 at the link provided.

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

Submission
The Group Project must be word processed, and submitted in TWO FORMATS by the deadline.

1. TWO hard copies (type-written, double spaced, using 12 point fonts) You must attach a coversheet to each copy and complete one ‘declaration of own work’ form which can be found in the Resource Room on the ground floor of the Dugald Stewart Building. Please post in the box marked PSYCHOLOGY outside the Teaching Office, 4th floor, Room 4.5 in Dugald Stewart Building.

2. ONE electronic copy must also be submitted in *Turnitin via a link in Learn.

*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

<table>
<thead>
<tr>
<th>Student exam number: ……………………………..</th>
<th>Mark per section (out of 20)</th>
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<tbody>
<tr>
<td>Supervisor: ………………………………………..</td>
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</table>

The overall mark is the sum of the section marks.

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?

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)?

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?

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?

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?

Total Mark out of 100

Marker’s signature…………………………………………………………………
Coursework feedback

Methodology 1

Three in-class exercises provide an opportunity to gain feedback from the demonstrator assigned to support the lecture.

Literature Review

Feedback 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. Three one hour tutorials in Semester 1 provide the opportunity to confer and consult, and to monitor the progress of your review.

Group Project

Feedback will be provided by a comment sheet, week beginning 22 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.

Feedback timetable for return of coursework marks

<table>
<thead>
<tr>
<th>Component of assessment</th>
<th>Submission deadline</th>
<th>*Return date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature review</td>
<td>22 November 2012 by 4pm</td>
<td>21 December 2012 or after the last exam</td>
</tr>
<tr>
<td>Group project</td>
<td>14 March 2013 by 4pm</td>
<td>wbg 22 April 2013</td>
</tr>
</tbody>
</table>

EXAMINATIONS

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.

Feedback timetable for return of exam marks

<table>
<thead>
<tr>
<th>Component of assessment</th>
<th>Submission deadline</th>
<th>*Return date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 provisional exam marks posted on Y3 notice board</td>
<td>N/A</td>
<td>wbg 28 January 2013</td>
</tr>
<tr>
<td>Semester 2 exam marks</td>
<td>N/A</td>
<td>available from Academic Registry</td>
</tr>
</tbody>
</table>

Exam feedback sessions will also be arranged. The session for semester 1 exams will take place in semester 2 (timetabled during Innovative Learning Week); this will provide you with the opportunity to look at your exam scripts and speak to staff about your performance. The purpose of this event is to allow you to identify strengths and areas for improvement that you can work on prior to the semester 2 exams. Before speaking to staff about your scripts, you will be encouraged to assess your own work as you read through it in relation to the common marking scheme and related questions. All students are encouraged to attend. A similar session covering the semester 2 exams will be scheduled for 4th year students in semester 1 of the following academic year.

Feedback and extensions

*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.
December exam marks are released the week beginning 28 January, providing feedback for Semester 1 performance. Please consult the University Common Marking Scheme (p32) for detailed descriptors of marking criteria. These descriptors will provide you with further information on the standard of your work. 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.

Assessment regulations
Undergraduate Assessment Regulations: [http://www.aaps.ed.ac.uk/regulations/exam.htm](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 year 4 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 year 3 and year 4 each count 50% towards the final degree. (The only exception to this is students taking year 3 at an overseas university; for these students degree classification is based entirely on their year 4 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/](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 Personal Tutor.

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 28 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](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

**Monday 10 December – Friday 21 December exam period**  
**Monday 29 April – Friday 24 May exam period**

<table>
<thead>
<tr>
<th>Psychology Exams (10 credits)</th>
<th>Semester 1</th>
<th>Details</th>
</tr>
</thead>
</table>
| 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                 |            | Final mark = 23% assignments + 77% exam  
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 |

<table>
<thead>
<tr>
<th>Psychology Exams (10 credits)</th>
<th>Semester 2</th>
<th>Details</th>
</tr>
</thead>
</table>
| 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 weeks 1-4  
Section 2 refers to lectures weeks 5 & 7  
Section 3 refers to lectures week 8-10 |
| 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 |

<table>
<thead>
<tr>
<th>Psychology Coursework (20 credits)</th>
<th>Semester 1</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td></td>
<td>Submit by 4pm on 22 November 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychology Coursework (20 credits)</th>
<th>Semester 2</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project</td>
<td></td>
<td>Submit by 4 pm on 14 March 2013</td>
</tr>
</tbody>
</table>

### 8. LEARN

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

The course Learn page will provide information concerning:
- General information and announcement about the course
- Lecture notes and PowerPoint slides
- Tutorial arrangements
- Information about assessment arrangements
9. USEFUL INFORMATION

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 (Dissertation in Psychology Year 4). 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

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 Year 3 Year 4 courses which cover all of the following core areas of Psychology:

- Cognitive Psychology
- Biological Psychology
- Social Psychology
- Developmental Psychology
- 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)
Exploring your career options (Janet Forsyth, Careers Adviser)

What Next after University? – Support from your University Careers Service
Honours years are an excellent time to start researching your future after graduation, if you haven’t already done so. Whatever your ideas – work, further study, gap year, volunteering, gaining experience, whatever stage you’re at – clued up or clueless, and anything in between, the Careers Service can support you in your journey from university to your future after graduation. We work with students and graduates from day one, to 2 years after graduation.

We offer information, advice and guidance on:
- Career direction
- Gaining experience
- Job hunting
- CVs, applications and interviews
- Further study

and more, via our website, careers information centre, individual discussion with a careers adviser, programme of talks and events, and other media.

Browse our website [www.ed.ac.uk/careers](http://www.ed.ac.uk/careers) for further information, or call in and see us on the 3rd floor of the Central Library Building.

And specifically for Psychology students, check out your dedicated Psychology careers pages [www.ppls.ed.ac.uk](http://www.ppls.ed.ac.uk) > psychology > undergraduate.

Be inspired by:
- Case studies of recent Edinburgh psychology graduates.
- Psychology Student Employability Guide- careers, career-planning and case-studies in the psychology professions and beyond.
- Options with a Psychology degree and more.

Finally, look out for notices and emails about Careers Service activity in the school of PPLS. Plans for 2012 include monthly drop-in sessions for quick career queries in DSB, the annual alumni event in February, a PPLS careers blog and sessions for specific year groups.

For senior honours students:
Wed 19 Sept at 1pm - Next Steps for senior honours students – planning and support for your future after graduation. Venue TBC

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

OUT OF HOURS WORKING FOR ALL STAFF, PGs & STUDENTS
Normal working week (servitor cover)
Monday to Friday - 8.00 am to 5.30 pm

After hours working (no servitor cover)
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 Y3/Y4 undergraduates 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 is 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:

No participant may be admitted to the building less than one hour before the end of working hours. Therefore, the last participant access is 8 pm.
Visitors and participants must be signed into the late working book on arrival, and signed out on exit.
Participants must be escorted from the building by the researcher (ie the researcher must witness them leave the building).
If participant payment is offered, researchers should keep no more than one payment in the testing room. This is to minimise vulnerability to theft.
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 anyone found in the building outside normal working hours and to check this information against the late working book.
10. COMMON MARKING SCHEME

University of Edinburgh EXTENDED COMMON MARKING SCHEME:

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

**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](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.