Course Guide

Psychology 3
2013-2014

Course Organiser
Prof Elizabeth Austin (elizabeth.austin@ed.ac.uk)

Course Secretary
Mr Simon Cann (simon.cann@ed.ac.uk)

Contents
1. Course Aims and Objectives
2. Intended Learning Outcomes
3. Lecture Times and Locations
4. Lecture Content
5. PPLS Undergraduate Student Handbook
6. Tutorials
7. Assessment information
8. Learn
9. Useful Information
10. Common Marking Scheme

Department of Psychology
School of Philosophy, Psychology and Language Sciences
University of Edinburgh
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 and Critical Analysis course. The Literature Review is supported by tutorials to facilitate a critical review of a specialist area of Psychology. The Critical Analysis course provides tutorials which support critical reading and analysis of research papers linked to the specialist topic courses.

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 one of the following with one 10- or 20-credit outside course:

**Either** PSYL10013 (Memory & Perception) or PSYL10011 (Psychology of Thinking & Language) (10), PSYL10103 (Group Project) (10), 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.

*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 11 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 Critical Analysis course runs over both semesters.

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

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 16 September in F21, 7 George Square. This will be followed by an introductory lecture for the Critical Analysis course, which will provide background information about the course. All students who are registered for the Critical Analysis course MUST attend this lecture.

---

### SEMESTER 1 TIMETABLE

**Semester 1:** Monday 16 September – Friday 29 November 2013

<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>
</tr>
</tbody>
</table>

---

### SEMESTER 2 TIMETABLE

**Semester 2:** Monday 13 January – Friday 4 April 2014

<table>
<thead>
<tr>
<th>Day</th>
<th>Lecture Topic</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Thinking &amp; Language (PSYL10011)</td>
<td>2.10 – 4.00 pm</td>
<td>F21</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Differential (PSYL10009)</td>
<td>2.10 – 4.00 pm</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 – 4.00 pm</td>
<td>F21</td>
</tr>
</tbody>
</table>

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** (17-21 February 2014). Normal teaching slots will be suspended and in their place will be a range of other activities such as master classes, a research day, a science fair, and guest lectures. More information will follow nearer the time so please check the School website where details will be available on the PPLS Events page:

[http://www.ed.ac.uk/staff-students/students/studies/innovative-learning/calendar](http://www.ed.ac.uk/staff-students/students/studies/innovative-learning/calendar)
4. LECTURE CONTENT

CRITICAL ANALYSIS (PSYL10102) Course Organiser: Dr David Carmel

Course aims:
The general aims of the course are:
- To facilitate critical reading and analysis of psychological research reports
- To show how design principles and statistics are applied in psychological research, and how research is actually done
- To encourage careful, deep consideration the value of published research studies

These aims will be achieved principally via tutorials with groups of approximately 12 students. Each tutorial session will be devoted to discussing a single research paper, which will be distributed to all students in advance of the session. **The most important thing to do in this course is to read the paper before coming to class!**

Structure:
The tutor will start each tutorial session by providing discussion points, which will draw on the aims and learning outcomes of the course in a manner which is appropriate for the paper under discussion and the stage of the course (i.e., questions will be more generic towards the start of the course and more specific and focused as students gain in analytic skills). The papers will be drawn from the 3rd year lecture courses taking place concurrently with the tutorial sessions and will be suggested by academic staff teaching those courses.

There will also be two lectures – one at the start of Semester 1 and the other a couple of weeks into Semester 2. The Semester 1 lecture will provide background information about the course; the Semester 2 lecture will provide further material to prepare students for more advanced work building on the skills developed in semester 1.

Lecture 1 Monday 16th September, F21, following the introductory course meeting at 2.10 pm

Lecture 2 Tuesday 28th January, F21, 2.10-4pm

Learning outcomes
By the end of the course, students will be able to:
- Review research articles comprehensively and critically
- Understand the rationale, logic and purpose of a research project
- Identify any hypotheses stated
- Describe and assess the suitability of the methods adopted
- Assess the soundness of the experimental designs used
- Assess the suitability of the statistical treatment of the results
- Assess the interpretation of the results and the adequacy of the statistical inferences drawn
- Evaluate a paper’s discussion section
- Decide whether the conclusions reached are justified
- Judge whether a contribution to psychological knowledge has been made
- Propose solutions to the shortcomings of published research
- Identify alternative ways of answering the research question(s)
- Suggest, and potentially design, further research studies to follow up the findings of a published research paper

Course Assessment:
1) End of Semester 1: A short critique of a paper. 1000 words (35%)
2) End of Semester 2: A take-home exam, consisting of a critique of a previously unseen paper; time to return 4 days. 2000 words (65%)

References:

American Psychological Association.


**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 neurobiology of emotion | SM
5 | No class – revision for Brain Quiz | THB
6 | *Brain Quiz – Friday 25 October*<br>Alphabetically in 2 groups – i) 2.10-2.55pm & ii) 3.10-3.55pm | THB
7 | The evolution of the nervous system I | THB
8 | The evolution of the nervous system I | THB
9 | Human nature, language and communication | THB
10 | Video discussion: animal minds | THB

*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 6 and counts for 20% 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.
DEVELOPMENTAL PSYCHOLOGY (PSYL10012)

Friday 2 – 3.50 pm, Room F21, 7 George Square
Module Organiser: Dr Leonidas Doumas
Lecturers: Dr Leonidas Doumas, Dr Hugh Rabagliati, Dr Morag Donaldson

Course overview:
This course explores the nature of developmental change by addressing the twin issues of ‘what develops’ as children grow into adults and ‘what drives’ these developments. In particular, it considers inter-relationships between:

1. different aspects of development (cognitive, linguistic, social) and between component skills within these areas
2. biological and environmental influences on development
3. cognitive and social/cultural approaches to explaining developmental change
4. informal and formal learning environments (e.g. home and school)
5. different periods of development
6. 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 cognitive development and, in particular, on how developmental changes in the nature of mental representations are related to the development of reasoning abilities. The second section focuses on oral 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, as well as the influence of language development on other aspects of development and on educational outcomes. The third section focuses first on the development of social and emotional understanding, and in particular on the role of conversational interactions as an interface between cognitive and social aspects of development. It then focuses on the development of literacy and on how educational practices can both inform and be informed by developmental psychology.

Outcomes:
1. to critically assess empirical evidence regarding some of the ways in which cognitive, linguistic and social aspects of development are inter-related
2. to understand developmental relationships between different components of cognitive ability (e.g. representation and reasoning)
3. to understand some of the ways in which biological factors underpin developmental change and how these interact with environmental influences (e.g. in relation to language development)
4. to give examples of how comparisons between typical and atypical development contributes to our understanding of the nature of developmental change
5. to describe and evaluate contrasting theoretical accounts of the nature of developmental change
6. to be able to reflect critically on implications of developmental psychology for educational policy and practice

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>Conceptual and representational development</td>
<td>LD</td>
</tr>
<tr>
<td>2</td>
<td>The development of reasoning</td>
<td>LD</td>
</tr>
<tr>
<td>3</td>
<td>Models of cognitive development</td>
<td>LD</td>
</tr>
<tr>
<td>4</td>
<td>The cognitive neuroscience of language acquisition</td>
<td>HR</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>Language development in society</td>
<td>MD</td>
</tr>
<tr>
<td>8</td>
<td>The development of social and emotional understanding</td>
<td>MD</td>
</tr>
<tr>
<td>9</td>
<td>Reading development</td>
<td>MD</td>
</tr>
<tr>
<td>10</td>
<td>Writing development</td>
<td>MD</td>
</tr>
</tbody>
</table>

Surgery hours for LD, HR and MD – to be arranged
Week 1 Conceptual and representational development (LD)
Overview: Humans routinely make inferences that far outstrip those made by even our closest primate cousins. Moreover, the inferences made by adults, tend to be more complex and logically valid than those made by younger children. Our ability to reason about the world is, in large part, determined by what information we represent about the world and how we represent that information. This class explores current thinking on human mental representation and begins to cover how our representations change with development.

Outcomes: To understand (a) structured (i.e., symbolic) and holistic (i.e., associationist) mental representations, (b) to understand how current theories of conceptual development evoke these representational types as explanatory mechanisms, and (c) to become familiar with how these accounts fit with the data on children’s developing categorizations.

Key references:
Theoretical foundations

Empirical debate

Supplemental reading (on formal properties of structured and associationistic representations)

Week 2 The development of reasoning (LD)
Overview: Continuing the topic from the previous lecture, we will explore how the development of our conceptual representations underlies the changes in how we reason about the world. We will focus on the development of inductive inferences and relational thinking.

Outcomes: To understand how the ability to reason about the world changes with development. Specifically, how our inductive inferences transition from object-based to structure-based, and how and when our inductive inferences revert.

Key references:
Theoretical foundations

Empirical debate

Week 3 Models of cognitive development (LD)
Overview: Development is complex. This lecture aims to introduce students to the tools currently used by developmental theorists to explain development. Specifically, we will explore the historical precedent of the information-processing approach, and more modern computational approaches.

Outcomes: To understand the tools used by developmental theorists to explain and unify developmental phenomena.
Key references:
Theoretical foundations

Reviews of current work

Supplemental reading (on formal properties of computational models)

Week 4 The cognitive neuroscience of language acquisition (HR)
Overview: 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:
Setting the theoretical stage

Language creation in humans and birds

Language learning in unusual conditions

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

**Setting the theoretical stage**

**Empirical work and supporting discussion**

**Week 6 No lecture**

**Week 7 Language development in society (HR)**

**Overview:** Language is the key to human communication and the glue that holds society together. Complex cultural tools like reading, mathematics all rely on linguistic ability, as does formal education generally. This lecture explores how linguistic development influences our ability to interact with society. In particular, we examine a) how variation in linguistic ability can impede development in other areas, b) what factors predict linguistic development, and c) what sort of interventions might improve outcomes. We will study both typical and atypical (e.g., language impaired) populations.

**Outcomes:** This section focuses on evaluating how psychological theories can be applied in society. Students should learn about theories of language development, methods for evaluating linguistic abilities in large samples, and how linguistic ability relates to other developmental outcomes.

**Key references:**
Fernald, A., Marchman, V. A. & Weisleder, A. (2012). SES differences in language processing skill and vocabulary are evident at 18 months. Developmental Science

**Week 8 The development of social and emotional understanding (MD)**

**Overview:** We will consider the nature of the interplay between (a) children’s ability to reason about their own and other people’s actions and feelings and (b) the types of conversational interactions children engage in with their parents, siblings and friends. We will also assess the effectiveness of some recent approaches to incorporating social and emotional learning into the school curriculum.

**Outcomes:** Students should be able to (i) outline some contrasting theoretical perspectives regarding the role of conversational interactions in the development of socio-emotional understanding, (ii) discuss these theoretical perspectives critically in relation to research findings, (iii) understand some of the methodological challenges and techniques involved in assessing the effectiveness of
educational interventions and (iv) use this understanding to evaluate interventions designed to enhance social and emotional learning.

**Key references:**

**Week 9 Reading development (MD)**
Overview: Literacy development (learning to read and write) is central to children's education. It builds on the oral language, cognitive and social skills developed in the preschool years, but it also brings new challenges and new opportunities. We will explore how the demands that children face in learning to read relate to other aspects of development, e.g. by considering the role of phonological skills in the recognition of individual written words and the role of inferential abilities in text comprehension. Theoretical and practical implications of research studies of children with typical reading development and children with reading difficulties will be discussed.

**Outcomes:** Students should be able to (i) describe similarities and differences between reading development and oral language development, (ii) give examples of the types of difficulties that children may have in learning to read, (iii) understand the complexity of the relationships between reading development and other aspects of development, (iv) illustrate this complexity with evidence from research studies, (v) discuss implications for reading instruction.

**Key references:**

**Week 10 Writing development (MD)**
Overview: As children and young people progress through the educational system, the ability to produce written text becomes increasingly important, and writing tasks become increasingly complex and diverse. We will explore how writing development interacts both with other aspects of the individual’s cognitive and linguistic development and with features of the social/instructional context. We will consider research evidence relating both to typical writing development and to children with writing difficulties, as well as to primary, secondary and tertiary levels of education.

**Outcomes:** Students should be able to (i) describe and evaluate cognitive and contextual accounts of writing development, (ii) understand the complexity and diversity of the demands involved in producing written text, (iii) give examples of how the ability to cope with these demands varies developmentally, across individuals and across contexts, (iv) reflect on the implications of research on writing development for educational practice and for their own writing skills.

**Key references:**
## DIFFERENTIAL PSYCHOLOGY (PSYL10009) Module Organiser: Dr Rene Mottus
Lecturers: Dr Wendy Johnson, Dr Rene Mottus

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Lecturer</th>
</tr>
</thead>
<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>No Differential Psychology lecture – replaced by a lecture for students taking the Critical Analysis course.</td>
<td>DC</td>
</tr>
<tr>
<td>4</td>
<td>Relations of intelligence with education, interests, motivation, occupational and health outcomes</td>
<td>WJ</td>
</tr>
<tr>
<td>5</td>
<td>Cognitive style, creativity, and other abilities</td>
<td>WJ</td>
</tr>
<tr>
<td>6</td>
<td>Innovative Learning Week</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>No lecture – learning consolidation</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Personality – theory and measurement</td>
<td>RM</td>
</tr>
<tr>
<td>9</td>
<td>Biology, evolution and development of personality</td>
<td>RM</td>
</tr>
<tr>
<td>10</td>
<td>Personality, life outcomes and health</td>
<td>RM</td>
</tr>
<tr>
<td>11</td>
<td>Mood and motivation</td>
<td>RM</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.
Course Summary

The first half of this course is concerned with how we learn and remember, how information 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 receive information through their senses. It will cover how the brain perceives tastes, smells, colours, objects, touch, pain and so on. There will also be reference to how certain types of unusual populations (e.g. people with synaesthesia) have altered perception, and how the study of such altered function also can inform our understanding of multisensory perception in general. The main course content is presented in lectures, with additional class discussions.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductory meeting</td>
<td>EJA</td>
</tr>
<tr>
<td>2</td>
<td>Working Memory (Eysenck &amp; Keane Chapter 6 pp 206-223 Also: Smith &amp; Kosslyn Chapter 6)</td>
<td>AM</td>
</tr>
<tr>
<td>3</td>
<td>Amnesia &amp; Memory Systems (Eysenck &amp; Keane Chapter 6 pp 227-234, 245-247 Chapter 7 pp 251-259, pp 272-287 Also: Smith &amp; Kosslyn Chapter 5 sections 1 &amp; 5 )</td>
<td>AM</td>
</tr>
<tr>
<td>4</td>
<td>Non-Declarative Memory (Eysenck &amp; Keane Chapter 6 pp 223-227, 242-245 &amp; Chapter 7 pp 259-263, also pp 256-259, Chapter 8 p 296 Also: Smith &amp; Kosslyn Chapter 5, sections 2 &amp; 3)</td>
<td>AM</td>
</tr>
<tr>
<td>5</td>
<td>Real World Memory (Eysenck &amp; Keane Chapter 8 pp 289-292, 305-315 &amp; Chapter 6 pp 233-234, 242-247 And: Smith &amp; Kosslyn Chapter 5 section 4)</td>
<td>AM</td>
</tr>
<tr>
<td>6</td>
<td>Reading and consolidation week: Memory</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Light/Eye/Brain (Goldstein Ch: 2, 3, &amp; 4)</td>
<td>JS</td>
</tr>
<tr>
<td>8</td>
<td>Colour/Depth/ Size (Goldstein Ch: 7 &amp; 8)</td>
<td>JS</td>
</tr>
<tr>
<td>9</td>
<td>Touch/Smell/ Taste (Goldstein Ch: 14 &amp; 15)</td>
<td>JS</td>
</tr>
<tr>
<td>10</td>
<td>Sensory integration/Synaesthesia (Simner &amp; Hubbard, Ch: 48 &amp; 8; Goldstein Chs: 13 (pp. 293-294), 15 (pp 343-346) &amp; 16 (pp. 366-367).</td>
<td>JS</td>
</tr>
<tr>
<td>11</td>
<td>Reading and consolidation week: Perception</td>
<td></td>
</tr>
</tbody>
</table>

Learning outcomes:

By the end of the course, you should be able to discuss critically and evaluate:
- The different types of human memory and evidence for different memory systems
- The main theories of working memory
- The cognitive and neural mechanisms of declarative memory
- The relation between the external world, sensory stimulation and perception
- The neural and cognitive mechanisms that mediate perception
- How special populations perceive the world differently
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 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 of the following text:

Memory: Other useful reading
The sections indicated (above) of Chapters 5 & 6 of the following text:
These chapters are available online:


Perception: Essential reading
Chapters 2-4, 7-8, 13 (pgs 293-294), 14-15, 16(pgs 366-367) of the following text:

Chapters 48 & 8 of the following text:

The full citation references for chapters 48 and 8 above are:-


Perception: Other useful reading
Chapter 44 of the following text:

The full citation reference for chapter 44 above is:-

Additional selected readings and links may 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 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ANOVA I</td>
<td>WJ</td>
</tr>
<tr>
<td>2</td>
<td>ANOVA II</td>
<td>WJ</td>
</tr>
<tr>
<td>3</td>
<td>ANOVA Practical Session and practical assignment distributed</td>
<td>JA</td>
</tr>
<tr>
<td>4</td>
<td>Regression I; ANOVA practical assignment due</td>
<td>ML</td>
</tr>
<tr>
<td>5</td>
<td>Regression II</td>
<td>ML</td>
</tr>
<tr>
<td>6</td>
<td>Regression Practical Session and practical assignment distributed</td>
<td>JA</td>
</tr>
<tr>
<td>7</td>
<td>Power Analysis; Regression assignment due</td>
<td>RM</td>
</tr>
<tr>
<td>8</td>
<td>Factor Analysis I</td>
<td>EA</td>
</tr>
<tr>
<td>9</td>
<td>Factor Analysis II</td>
<td>EA</td>
</tr>
<tr>
<td>10</td>
<td>Factor Analysis Practical Session and practical assignment distributed</td>
<td>JA</td>
</tr>
<tr>
<td>11</td>
<td>Factor Analysis assignment due</td>
<td></td>
</tr>
</tbody>
</table>

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 Thomas Bak, Dr Mante Nieuwland, Dr Michelle Luciano, 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
--- | --- | ---
1 | Discursive Psychology 1: Theory and Rationale | PL
2 | Discursive Psychology 2: Methods and Issues in Data Collection | SW
3 | Discursive Psychology 3: Data Analysis | SW
4 | Discursive Psychology Practical Session | PL, SW
5 | Interpretative Phenomenological Analysis | BL
6 | **Innovative Learning Week**
7 | Scale construction I | ML
8 | Scale construction 2 | ML
9 | Meta-Analysis | CW
10 | Cognitive Neuroimaging: Studying the mind through the brain | MN
11 | Single-case studies | TB

References
SOCIAL PSYCHOLOGY (PSYL10010) Module Organiser: Dr Billy Lee
Lecturers: Kasia Banas, Dr Billy Lee, 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) experimental social psychology, (3) nonverbal behavior in communication and interpersonal relationships.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Lecturer</th>
</tr>
</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>Social Identity IV: Social identity and self-categorisation theory</td>
<td>KB</td>
</tr>
<tr>
<td>5</td>
<td>No lecture – learning consolidation</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Social identity V: Prejudice and discrimination</td>
<td>KB</td>
</tr>
<tr>
<td>7</td>
<td>Applied social psychology I: Social psychology and health</td>
<td>KB</td>
</tr>
<tr>
<td>8</td>
<td>Applied social psychology II: Social psychology and the legal system</td>
<td>KB</td>
</tr>
<tr>
<td>9</td>
<td>Nonverbal behaviour I: Empathy and imitation</td>
<td>BL</td>
</tr>
<tr>
<td>10</td>
<td>Nonverbal behaviour II: Personality and relationship</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 nonverbal behaviour in communication and interpersonal relationships
- discuss recent advances in experimental social psychology

**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)**


Dr Billy Lee (lectures 9-10)

(References for lectures 4, 6, 7, 8 will be provided separately.)
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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding words</td>
<td>PS</td>
</tr>
<tr>
<td>2</td>
<td>Understanding sentences</td>
<td>PS</td>
</tr>
<tr>
<td>3</td>
<td>Producing words</td>
<td>PS</td>
</tr>
<tr>
<td>4</td>
<td>Producing sentences</td>
<td>PS</td>
</tr>
<tr>
<td>5</td>
<td>No lecture – learning consolidation</td>
<td>PS</td>
</tr>
<tr>
<td>6</td>
<td>Innovative learning week</td>
<td></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 write-up of the work.

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 Catharine Gale

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, 19 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 16 January. 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?
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

https://www.learn.ed.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Dtype%3DCourse%26id%3D_7280_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 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 20 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, ground floor, Room G0.6 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>Mark per section (out of 20)</th>
<th>Mark per section (out of 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student exam number:</strong> ........................................</td>
<td></td>
</tr>
<tr>
<td><strong>Supervisor:</strong> .......................... ........................................</td>
<td></td>
</tr>
<tr>
<td>The overall mark is the sum of the section marks.</td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Total Mark out of 100</th>
<th>Total Mark out of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marker’s signature..........................................................</td>
<td>Marker’s signature..........................................................</td>
</tr>
</tbody>
</table>
Coursework feedback

Methodology 1
A practical assignment using empirical data in SPSS is given at the end of each practical session, due the beginning of class time the following week. Each assignment is worth 10 marks toward the 130-mark total at the end of the semester. Feedback on the practical assignments will be given overall at the next practical session, and individual marked assignments will be returned at that time as well. There will be written overall feedback on the last assignment, returned with the marked assignments two weeks after it is due.

Other coursework

For the Literature Review, Group Project, Critical Analysis coursework and topic course essays feedback will be provided on a comment sheet. This may provide a basis for further discussion between the student and the supervisor/tutor/lecturer. The purpose of such discussions is to provide the student with additional feedback and to provide information which will assist them in improving future work; these sessions should not be used to dispute the mark assigned to the piece of work (see p31 for further information on University regulations applying to mark appeals).

Tutorials/project meetings provide opportunities for students to monitor their progress, raise questions, and discuss relevant methodological issues. Literature Reviews and Projects undergo a moderation process to check the marks and mark distribution for each group. Critical analysis coursework will be marked/moderated by the course organiser and other staff members.

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>16th January 2014 by 4pm</td>
<td>6th February 2014</td>
</tr>
<tr>
<td>Group project</td>
<td>20th March 2014 by 4pm</td>
<td>wbg 21st April 2014</td>
</tr>
<tr>
<td>Critical analysis short critique</td>
<td>5th December 2013 by 4pm</td>
<td>Wbg 13th January</td>
</tr>
<tr>
<td>Critical analysis take-home exam</td>
<td>4th April 2014 by 4pm</td>
<td>5th May 2014</td>
</tr>
<tr>
<td>Memory &amp; Perception – Memory essay</td>
<td>7th November 2013 by 4pm</td>
<td>wbg 25th November 2013</td>
</tr>
<tr>
<td>Differential – Intelligence essay</td>
<td>March 6th 2014 by 4pm</td>
<td>wbg March 24th 2014</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 (see p31 for further information on University regulations applying to mark appeals).

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 27 January 2014</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 27 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.

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

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

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

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

- Your Tutor (pre-Honours students)
- Your Course Organiser
- Your Personal Tutor
- Tamsin Welch, PPLS Student Support Officer (tamsin.welch@ed.ac.uk)
- Dr Sue Widdicombe, Director of Undergraduate Teaching (s.widdicombe@ed.ac.uk)
Assessment regulations
Undergraduate Assessment Regulations: 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 (i.e., 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 (e.g., 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, i.e., 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 27 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 9 December – Friday 20 December exam period**

**Monday 28 April – Friday 23 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 = 20% Brain Quiz + 80% 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           |            | The Memory section will be assessed by a 1500  
word essay. The Perception section will be  
assessed by Exam (1hr), answer one question. |
| 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                  |            | The Intelligence section will be assessed by a  
1500 word essay. The Personality section will  
be assessed by Exam (1hr), answer one question. |
| 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 (10 credits)</th>
<th>Semesters 1&amp;2</th>
<th>Details</th>
</tr>
</thead>
</table>
| Critical Analysis                  |                | Short critique of a paper, end of S1, 1000  
words.  
Take-home exam (critique of a previously  
unseen paper, time to return 4 days,) end of S2,  
2000 words.  
Final mark = 35% S1 coursework mark + 65%  
Take-home exam mark |

<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 16 January 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychology Coursework (10 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 20 March 2014</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 accessed from your MyEd page via [http://www.myed.ed.ac.uk/](http://www.myed.ed.ac.uk/)

The course Learn page will provide information concerning:
- General information and 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](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:

<table>
<thead>
<tr>
<th>Single Honours</th>
<th>Combined Honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA (Hons) Psychology</td>
<td>MA (Hons) Psychology &amp; Business Studies</td>
</tr>
<tr>
<td>BSc (Hons) Biological Sciences (Psychology)</td>
<td>MA (Hons) Psychology &amp; Linguistics</td>
</tr>
<tr>
<td>BSc (Hons) Psychology</td>
<td>MA (Hons) Philosophy &amp; Psychology</td>
</tr>
<tr>
<td></td>
<td>MA (Hons) Sociology &amp; Psychology</td>
</tr>
<tr>
<td></td>
<td>BSc (Hons) Artificial Intelligence &amp; Psychology</td>
</tr>
</tbody>
</table>

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 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 > 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.

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

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.