Psychology 4 Course Guide

2014-2015

Course Organiser: Semester 1
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Course Secretary:
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First Class Meeting
There will be an introductory class meeting on Thursday 11 September at 1.00pm in Lecture Theatre F21

Careers Talk
Dr Janet Forsyth from the University Careers Service will be giving a Careers Talk on Wednesday 17 September at 1.00pm in Appleton Tower, Lecture Theatre 3

1. Course Aims and Objectives
The general aim of courses offered in Final Year Psychology is to provide students with an opportunity to acquire specialist knowledge and high level academic skills in a research-rich environment across a range of areas within psychology. You should be able to tailor this teaching in relation to your individual interests, academic backgrounds, and preferred ways of working.

The lecture course consists of 23 options from which final honours candidates select those they wish to study, the number selected being dependent on the degree taken (single or combined honours, etc). These options are specialist courses which are closely related to staff members' current research interests and vary in method of presentation, breadth vs. depth of coverage and in their detailed aims and objectives. Details of these courses can be found later in the handbook. In many courses, there are student presentations and seminars, and it is the expectation that if you have selected a course, you are willing to provide this input as a course requirement.

The tutorial course involves group tutorials, with different members of teaching staff, across two blocks of teaching. While the course is likely to be helpful in writing the general paper, providing such help is not its focus. The aim of these tutorials is to get students to think critically about psychology in general, to provide practice in presentation, discussion and essay-writing skills, and to provide opportunities for students to explore in depth important issues that arise both from the staff member’s fourth year option and other areas of psychology (e.g. questions that might be set on a general or essay paper). Further information about this course can be found later in the handbook.

The Honours thesis is based on an original research project, normally undertaken as a member of a pair but written up as individual separate theses. The aim of the research project and thesis is to give students experience of the challenges and practicalities of undertaking a significant piece of research; to give them the opportunity to apply, combine and extend the research skills learned in earlier years; and to provide practice in the verbal and written presentation of research material, particularly relevant for those intending to continue in psychology.

2. General Structure of Year 4 Classes and BPS
In 4th year, we offer a set of courses which are grouped below under the broad headings of the core curriculum in psychology advocated by the British Psychological Society (www.bps.org.uk). Each course consists of 10 hours of teaching. Combined honours students should ensure that they select courses which will enable them to complete the requirements for the Graduate Basis of Registration in their degree by taking at honours level (across year 3 and year 4) courses which cover the core 5 areas biological, differential, social, developmental and cognitive psychology.
The following table classifies the 4th year courses into the five broad areas above. Combined honours students should consult their Personal Tutor or the Course Organiser to ensure that they are taking a set of courses that covers the requirements. Many courses cover more than one core area.

**Biological:**
1. Clinical Neuropsychology: a cognitive perspective
2. Consciousness & Perceptual Awareness
3. Eye Movements and Visual Cognition
4. Frontal Lobe Functions
5. Memory, Ageing and the Brain
6. Moral Judgement & Behaviour
7. Multisensory Integration
8. Working Memory

**Cognitive:**
1. Consciousness & Perceptual Awareness
2. Human Cognitive Abilities
3. Intelligence, Personality & Health
4. Marxist Psychology
5. Memory, Ageing and the Brain
6. Moral Judgement & Behaviour
7. Multisensory Integration
8. Sentence Processing and Psycholinguistics
9. Working Memory

**Individual Differences:**
1. Causes and Consequences of Personality
2. Debates in Current Personality
3. Emotions & Emotional Intelligence
4. Human Cognitive Abilities
5. Intelligence, Personality & Health
6. Marxist Psychology
7. Parapsychology
8. Psychological Therapies

**Social:**
1. Critical Social Psychology
2. Debates in Current Personality
3. Emotions & Emotional Intelligence
4. Intelligence, Personality & Health
5. Mind, Body and Consciousness
6. Moral Judgement & Behaviour
7. Parapsychology
8. Psychological Therapies
9. Psychology of Counselling

**Developmental:**
1. Children with Language Impairments
2. Development of Core Domains of Thought
3. Developing Relational Concepts
4. Memory, Ageing and the Brain

The Tutorial Course (PSYL10090) is compulsory for single honours students and optional for combined honours and intercalated medical students. Students take two blocks of tutorials, **with a different tutor for each**, across the two semesters (Blocks 2 & 3).
3. Intended Learning Outcomes
The skills that students should develop during a degree in Psychology are listed below. This forms part of the programme specifications for Psychology degrees, which are available at: http://www.ppls.ed.ac.uk/students/undergraduate/undergraduate_degree_programme_specifications.php

• Knowledge and understanding of psychological theories, concepts, research paradigms and research findings, and the ability to make links to the relevant historical background

• Research skills, including statistical and other data analysis skills, which will equip you to contribute to psychological knowledge

• An awareness of applications and implications of psychological theories and research

• The ability to think critically and creatively about theoretical, empirical and applied issues and their inter-relationships

• An appreciation of the diverse, wide-ranging nature of psychology and an ability to make links between different areas of the discipline

• An understanding of how psychology relates to other disciplines

• Active-learning skills and transferable skills (eg study skills, information retrieval skills, information technology skills, presentation and communication skills, group work skills).

Attendance by ALL students at University classes, lectures, tutorials etc
The University expects all students to attend all their University classes, lectures and tutorials etc, whether or not these are described as “compulsory” by the School. This includes participating fully in the requirements of all courses, including submitting assignments, contributing to tutorials and workshops or laboratories, attending meetings with Personal Tutors and sitting examinations.

Your attendance will be monitored by the School, so that staff can help you to manage your progress through the courses. We will do this so we can be quickly alerted to any additional pastoral or academic support needs any student might require, and so that the School can provide advice, guidance or support in a timely and useful manner.
4. Lecture Times & Locations

All lectures held in S1, 7 George Square except for Consciousness & Perceptual Awareness which will be in *Neuroscience Building, G8 Gaddam Lecture Theatre

Please note: Students will be responsible for knowing what the essay deadlines are and planning their time accordingly.

**SEMESTER 1 BLOCK ONE** (Weeks 1-5 commencing 15 September 2014)

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>CODE</th>
<th>COURSE</th>
<th>STAFF</th>
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</thead>
<tbody>
<tr>
<td>Mon</td>
<td>1410-1600</td>
<td>PSYL10018</td>
<td>Critical Social Psychology</td>
<td>Dr Sue Widdicombe</td>
</tr>
<tr>
<td>Tues</td>
<td>1110-1300</td>
<td>PSYL10041</td>
<td>Clinical Neuropsychology: A Cognitive Perspective</td>
<td>Dr Sharon Abrahams</td>
</tr>
<tr>
<td>Thurs</td>
<td>0900-1050</td>
<td>PSYL10091</td>
<td>Development of Core Domains of Thought</td>
<td>Dr Joanne Williams</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Clinical Psychology)</td>
</tr>
<tr>
<td>Thurs</td>
<td>1110-1300</td>
<td>PSYL10064</td>
<td>Causes and Consequences of Personality</td>
<td>Prof Tim Bates</td>
</tr>
<tr>
<td>Thurs</td>
<td>1410-1600</td>
<td>PSYL10100</td>
<td>Moral Judgement &amp; Behaviour</td>
<td>Dr A Moore</td>
</tr>
<tr>
<td>Thurs</td>
<td>1610-1800</td>
<td>PSYL10025</td>
<td>Mind, Body &amp; Consciousness</td>
<td>Dr Billy Lee</td>
</tr>
<tr>
<td>Fri</td>
<td>0900-1050</td>
<td>PSYL10117</td>
<td>Working Memory</td>
<td>Dr Candice Morey</td>
</tr>
<tr>
<td>Fri</td>
<td>1110-1300</td>
<td>PSYL10092</td>
<td>Marxist Psychology</td>
<td>Dr Richard Shillcock</td>
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**Week 6** Dissertation preparation and reading

**SEMESTER 1 BLOCK TWO** (Weeks 7-11 commencing 27 October 2014)

<table>
<thead>
<tr>
<th>DAY</th>
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<th>CODE</th>
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<tbody>
<tr>
<td>Mon</td>
<td>0900-1050</td>
<td>PSYL10075</td>
<td>Frontal Lobe Functions</td>
<td>Dr Sarah MacPherson</td>
</tr>
<tr>
<td>Mon</td>
<td>1110-1300</td>
<td>PSYL10118</td>
<td>Psychology of Counselling</td>
<td>Dr Billy Lee</td>
</tr>
<tr>
<td>Tues</td>
<td>0900-1050</td>
<td>PSYL10096</td>
<td>Eye Movements &amp; Visual Cognition</td>
<td>Dr Antje Nuthmann</td>
</tr>
<tr>
<td>Tues</td>
<td>1110-1300</td>
<td>PSYL10101</td>
<td>Intelligence, Personality &amp; Health</td>
<td>Dr Catharine Gale</td>
</tr>
<tr>
<td>Tues</td>
<td>1410-1600</td>
<td>PSYL10026</td>
<td>Parapsychology</td>
<td>Dr Caroline Watt</td>
</tr>
<tr>
<td>Thurs</td>
<td>1410-1600</td>
<td>PSYL10099</td>
<td>*Consciousness &amp; Perceptual Awareness</td>
<td>Dr David Carmel</td>
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<tr>
<td>Fri</td>
<td>0900-1050</td>
<td>PSYL10119</td>
<td>Developing Relational Concepts</td>
<td>Dr Alex Doumas</td>
</tr>
<tr>
<td>Fri</td>
<td>1110-1300</td>
<td>PSYL10120</td>
<td>Debates in Current Personality</td>
<td>Dr Rene Mottus</td>
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**SEMESTER 2 BLOCK THREE** (Weeks 1-5 commencing 12 January 2015)

<table>
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<th>STAFF</th>
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<tbody>
<tr>
<td>Mon</td>
<td>1410-1600</td>
<td>PSYL10095</td>
<td>Memory, Ageing and the Brain</td>
<td>Dr Alexa Morcom</td>
</tr>
<tr>
<td>Tues</td>
<td>1110-1300</td>
<td>PSYL10098</td>
<td>Emotions &amp; Emotional Intelligence</td>
<td>Prof Elizabeth Austin</td>
</tr>
<tr>
<td>Wed</td>
<td>1410-15.50</td>
<td>PSYL10061</td>
<td>Sentence Processing &amp; Psycholinguistics</td>
<td>Dr Patrick Sturt</td>
</tr>
<tr>
<td>Thurs</td>
<td>1110-1300</td>
<td>PSYL10097</td>
<td>Multisensory Integration</td>
<td>Dr Elena Gherri</td>
</tr>
<tr>
<td>Thurs</td>
<td>1410-1600</td>
<td>PSYL10033</td>
<td>Psychological Therapies</td>
<td>Dr Ethel Quayle</td>
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<td></td>
<td></td>
<td>(Clinical Psychology)</td>
</tr>
<tr>
<td>Fri</td>
<td>0900-1050</td>
<td>PSYL10094</td>
<td>Human Cognitive Abilities</td>
<td>Dr Wendy Johnson</td>
</tr>
<tr>
<td>Fri</td>
<td>1110-1300</td>
<td>PSYL10014</td>
<td>Children with Language Impairments</td>
<td>Dr Morag Donaldson</td>
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**SEMESTER 2 BLOCK THREE**

INNOVATIVE LEARNING WEEK (6) (16-20 February 2015).

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, a Gaelic festival and guest lectures. More information will follow nearer the time so please check the School website where details will be available.
5. Lecture Content

CAUSES AND CONSEQUENCES OF PERSONALITY (PSYL10064)
Lecturer: Professor Tim Bates (tim.bates@ed.ac.uk)

Aims
• Understand research on causes and consequences of individual differences.
• Discuss these findings: how does behaviour emerge, how does it change?
• Foster critical appraisal, independent reading and informed judgment.

Learning outcomes
By the end of the course you should be able to
discuss, critically and in depth, any findings in
individual differences, within an integrative framework of expectations.

Overview
The course will give you powerful frameworks to understand and human behaviour: We cover the major domains: What functions does personality serve?; Facets: What is buried inside the 5 domains?; Values as the immediate causes of behaviour; Well-being: How does being happy differ from living a good life?; How can individual differences help us understanding the world: education, relationships, work, abnormal psychology.

Lecture content
Before attending each lecture, you should download and read the required articles so we can discuss them.

Week 1: Overview of personality theory

Week 2: Facets (of conscientiousness): What is buried inside the 5 domains?

Week 3: Values (and Openness): How do values affect behaviour?

Week 4: Well-being (and Eudaimonia): What is a good life given Human nature?

Week 5: Self-control (and impulsivity): Applications of individual differences in work and life.

Each session includes an hour or more of lecture material, but substantial time will be in a discussion format, critically examining issues raised in research papers. You will be expected to have read around the topics, and to have your own questions and ideas about the material. You should also seek out readings on your own, and be in a position to use this material in discussions and in the examination.

Reading
Required and optional readings will be linked from my university home page or directly from:
http://timbates.wikidot.com/causes-and-consequences

You should also seek out readings on your own, and be in a position to use this material in discussions and in the examination. The readings are complementary to the lectures.

Journals in which a lot of important material is covered are:
• Psychological Science
• Journal of Personality
• Journal of Personality and Social Psychology (JPSP)
• Personality and Individual Differences (PAID)
• Intelligence
• European Journal of Personality
• Journal of Research in Personality
Assessment

Semester 1 visiting students: 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

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

All other students: 100% examination (April/May diet).
Aim
To describe and evaluate research that addresses the issue of why some children have difficulty acquiring spoken language.

Learning outcomes

Overview
While the vast majority of children acquire spoken language with remarkable speed and facility, some children experience significant difficulties with language development, despite their development appearing to be relatively typical in other respects. In this course, we will examine some key features of the difficulties encountered by children with "specific" language impairments (SLI) and will evaluate contrasting explanations for SLI (e.g. linguistic module deficits, perceptual deficits, working memory limitations). We will also consider how SLI may impact on literacy skills and socio-emotional development, as well as the implications for educational policy and practice. The classes will involve a combination of lecturing and discussion. To help you participate effectively in class discussions, you will be expected to read a particular paper and think about some questions before coming to each class.

Topics & Key References (additional references will be given at start of course)

1: What is language impairment and why is it interesting?

2: Lexical development in children with language impairments.

3: Grammatical development in children with language impairments.

4: Development of pragmatic & discourse level skills in children with language impairments.

5: Outcomes for children with language impairments: literacy and social functioning in adolescence and adulthood


Format of course

Independent reading and thinking are essential to your success on this course. The classes are designed to support and guide your reading. Although the classes include some lecturing to provide you with an overall framework, there will also be an emphasis on interactive learning. Each class will include opportunities for discussion and participation, using a variety of formats. To help you participate effectively in class discussions, you will be asked to read a particular paper and think about some questions before coming to each class.

Preparation for first class (see Topic 1 for details of references):

(a) Read Bishop (2006)
(b) Read at least one of the following:
   Leonard (2009)
   Tomblin (2009)
(c) Look at some of the videos on the YouTube RALLI channel (Raising Awareness of Language Learning Impairments): http://www.youtube.com/user/RALLIcampaign?feature=watch
(d) Come prepared to discuss what language impairment is and why it is interesting.

Assessment

100% examination (April/May diet).
Learning outcomes

Students will gain knowledge of:

• Clinical neuropsychological assessment and neuropsychological tests used within a clinical setting
• Neuropsychological presentation of a range of clinical neurological disorders including the dementias
• Students will be able to apply cognitive models to explain profiles of cognitive and behavioural dysfunction

Teaching will consist of lectures, video case presentations, workshops and student presentations

Overview

This option examines the clinical neuropsychological assessment of a range of neuropsychological disorders. The pattern of cognitive dysfunction in disorders such as Alzheimer’s Disease, semantic dementia, frontal lobe syndromes, and amnesia will be studied and explained using cognitive models of memory, semantic organisation and behaviour control. In addition the student will be introduced to a range of clinical neuropsychological assessment methods.

Lecture 1 - Clinical Neuropsychology: The importance of assessment

References


General References on Neuropsychological Tests


Lecture 2 - Memory Disorders and Assessment of Memory

References


Lecture 3 – Clinical Neuropsychology of Alzheimer’s Disease: Assessment and Care

References


Lecture 4 – Executive Dysfunction and Disorders of Behaviour: Assessment and Rehabilitation

References

Lecture 5 - Semantic Memory and Dementia

References

Assessment
Semester 1 visiting students: 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:
• Up to 5 working days, 5 marks per working day will be deducted
• More than 5 working days late a mark of zero will be given

All other students: 100% examination (April/May diet).
Aims and Learning outcomes

- Familiarity with a range of phenomena used to investigate consciousness and awareness
- An understanding of the methodological difficulties involved in designing experiments to investigate subjective experience
- An ability to distinguish and interpret studies employing objective and subjective measures of awareness
- Knowledge of current theories of consciousness and its neural correlates

Overview

The sense of being conscious - both of ourselves and of the world around us - is a central aspect of our psychological makeup. It is well established, however, that a great deal of perceptual processing can be accomplished without awareness. This raises several questions that have been the focus of intense research in recent years:

- What neural activity distinguishes conscious and non-conscious perceptual processes?
- What factors determine whether a percept will reach awareness or not?
- How does consciousness interact with faculties such as attention and memory?
- What sorts of neural activity determine states of consciousness (wakefulness, sleep, coma, vegetative state)?

In this course we will discuss new findings on the above questions, and the theoretical debates they have triggered regarding the nature of consciousness. We will also delve into the fierce ongoing arguments on methodological issues regarding the best ways to rigorously assess people’s subjective experience.

Sample reading


Assessment

Semester 1 visiting students: 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

All other students:

20% assignment - students will work in groups of 3-4, and prepare a 10 minute presentation to be given in class. Class presentations will occur on Friday 21 November at 2pm in S1, 7 George Square and Wednesday 26 November at 12 noon in F21, 7 George Square.

80% essay (maximum length 2000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 15 January 2015. Marks will be returned on Thursday 5 February 2015.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart
Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
CRITICAL SOCIAL PSYCHOLOGY (PSYL10018)
Lecturer: Dr Sue Widdicombe (s.widdicombe@ed.ac.uk)

Aims
- To introduce key themes and debates within 'critical social psychology' concerning social psychology’s methods, the nature of social psychological knowledge, its implicit assumptions about the nature of self and cognition, and the often hidden values in and politics of research.
- To look at discursive psychology and (critical) discourse analysis as alternatives to experimental social psychology, and at how key social psychological concepts have been reconceptualised.

Learning Outcomes
You should be able to do at least three of the following:
- Describe and assess social psychology’s claim to be a science, and evaluate its use of experiments.
- Discuss social psychology’s paradigm, conceptual and moral/political crises.
- Apply arguments from science studies, social construction, Foucault’s work, and ‘the turn to language’ to evaluate social psychology.
- Describe psychology’s contribution to the ‘government of individuals’.
- Describe and discuss different kinds of discourse analysis as alternative social psychological approaches.
- Describe and assess efforts to reconceptualise self, cognition and other key social psychological concepts.

Overview
Should social psychology be a science and what does it mean to claim that it is? Should social psychologists do experiments? Why do we think scientific knowledge is ‘better’? Is social psychology really social? Are there hidden values in research? Why does current social psychological theory focus on cognitive processes to explain social phenomena? What are the implications for our understanding of self? This course will address these questions and more!
We will use ideas and arguments from other disciplines (such as studies of science, social constructionism, Foucault, and ‘the turn to language’) to examine the basis and nature of social psychological knowledge, how it affects individuals’ lives, the role of language, and assumptions about self that underpin psychological theory and research. Finally, we will ask whether social constructionism or discourse analysis can provide an alternative approach for social psychologists. If so, what kind of discourse analysis? We’ll also ask whether we need a new ‘theory of self’? What would a ‘non-cognitive’ social psychology be like? Should social psychology be political? This course will include lectures, group discussions and student presentations.

Weeks | Content
--- | ---
1 | Introduction: crises in social psychology
2 | Science, language and the (de)construction of social psychology
3 | Foucault’s legacy: knowledge, power and the creation of modern individualism
4 | New practices for social psychology?: discourse, power and politics
5 | Rethinking the subject of social psychology
References

Assessment
Semester 1 visiting students: 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

All other students: 80% examination (April/May diet).

20% course work with a choice of two out of the three following options:
1. essay plan (max. 500 words)
2. critical summary of a key article (500 words)
3. presentation of a debate in Word or PowerPoint: (max. 500 words).

The short assessments are designed to be useful learning and thinking exercises, and will provide the opportunity for feedback. Submission deadline 4pm, Thursday 30 October 2014. Marks will be returned on Thursday 20 November 2014.

An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:
- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
Aims
The course offers advanced psychology students an opportunity to read about, present and discuss outstanding issues in current personality psychology.

Learning outcomes
By the end of the course, students should:
- Understand that some of the most fundamental questions of personality psychology are still open for debate
- Know some of the opposing views on the covered outstanding topics of personality psychology
- Be more skilled in argumentation in both written and verbal manner

Overview
In personality psychology, as elsewhere, many fundamental questions appear to be open for debate. This course will offer advanced students an interactive forum for learning about some of these questions along with some possible contradicting answers to them.

The first week's session will be a lecture introducing four topics to be covered and debated in the following sessions (see below). The following four sessions will comprise debates on these four topics. Students will be randomly assigned into eight groups such that each week two groups will have to debate on one of the topics, defending contradicting views. During the last third of each of these four sessions, each student will write a 100-150 word summary defending either of the positions held by the debaters of the week, which is to consolidate the learned material. Each summary will then be independently peer-marked by two other students at the end of the session, which is to further consolidate the material (the peer-marks will not be used for the course marks, but will be returned to students for feedback).

Lectures

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Content</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to the four topics to be covered and debated</td>
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<tr>
<td>2</td>
<td>Topic 1: Are global traits the best way to conceptualise human personality differences? That is, do the strengths and achievements of the trait approach outweigh its limitations?</td>
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<tr>
<td>3</td>
<td>Topic 2: Approaches to personality that are not based on global trait dimensions. Are they any better than the trait approach?</td>
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<tr>
<td>4</td>
<td>Topic 3: Is there consistent evidence for environmental factors that influence personality (traits) and their development?</td>
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<tr>
<td>5</td>
<td>Topic 4: Do individual differences in the Big Five traits matter enough for everyday life to merit attention?</td>
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References
Indicative but not exhaustive bibliography

personality theory and assessment: Volume 1 - Personality theories and models (pp. 273 - 295). London: SAGE

Assessment
Semester 1 visiting students: 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

All other students
40% debate participation, engagement and argumentation. Each student will participate in one debate; the dates will be randomly assigned in the first lecture. Assessment will be carried out by the course organiser on a scale from 0 to 40.

60% critical essay (maximum length 1500 words) at the end of the course on one of the debated topics, weighing evidence for both sides of the debate. Submission deadline 4pm, Thursday 18 December 2014. Marks will be returned wbg Monday 12 January 2015.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:
- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
Aims

- To introduce relational cognition and structured concepts.
- To provide an introduction and overview of the current theories of how children’s mental representations develop and change with time and experience.
- To give students and appreciation for the complexity of accounting for uniquely human learning, and the richness and breadth of understanding that can be achieved by taking a developmental perspective and understanding not only specific states of the human system, but how the human system changes.

Learning outcomes

By the end of the course, students should:

- Understand what relational cognition is.
- Appreciate the centrality of relational cognition in human thinking.
- Understand how the ability to represent and reason using relations changes with development.
- Appreciate the difficulty in accounting for relational cognition and for how relational cognition develops in children.
- Understand the various methodologies (developmental, empirical, neural, computational) that are brought to bear on addressing how relational thinking develops.

Overview

The ability to reason relationally - based on the roles that an object plays, rather than the literal features of that object - is fundamental to some of our most interesting and unique cognitive capabilities (e.g., mathematics, humour, science). In fact, the ability to think relationally has been posited as the fundamental difference between human and non-human animal cognition (Penn et al., 2008).

Predictably, children do not appear to start out with the ability to reason using (or seemingly even to represent) relations. Rather, the ability develops on a seemingly domain by domain basis. This course will focus on the development of relational cognition. We will explore theories, empirical data, and neurophysiological results that seek to explain how the ability to reason relationally develops.

Each week’s session will comprise a lecture as well as group discussions based on the course readings.

Lectures

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is analogy? What is relational reasoning? Why is it important? How do humans do it? Structured representations and the binding problem.</td>
</tr>
<tr>
<td>2</td>
<td>The relational shift. Domains of relational development</td>
</tr>
<tr>
<td>3</td>
<td>Theories of relational development II: Knowledge accretion, capacity changes, and reconciliatory approaches. The hard problem of learning relations. The place of just-so theories.</td>
</tr>
</tbody>
</table>
Learning relations I: Associationist approaches to the problem of relational development.

Learning relations II: Learning structure as an account of development.

Readings

Week 1

Week 2

Week 3

Week 4

Supplemental

Week 5

Supplemental
**Assessment**

**Semester 1 visiting students:** 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

**All other students:** 30% critical summary of core readings
In weeks 2 and 3, students will write a 1 page reading response summary each week (i.e., one response summary per week). Each response will be about one of the core readings. Students will receive feedback on their first summary from the instructor. They will then provide feedback for one another on the second summary (i.e., each student will be encouraged to provide feedback to one other student's response summary). In either week 4 or week 5 (the student's choice) a final 1 page reading response summary on the core reading will be submitted and will be marked by the course organiser. This mark will contribute 30% to the student's final mark.

An electronic copy of each critical summary assignment must be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

Critical summary submission deadlines:
Week 2: 4pm, Friday 7 November 2014. Marks returned on Thursday 28 November 2014.
Week 3: 4pm, Friday 14 November 2014. Marks returned on Thursday 5 December 2014.
Week 4 or 5: 4pm, Friday 21 or 28 November. Marks returned on Thursday 12 or 19 December 2015.

70% essay (maximum length 2500 words)
In the style and format of the basis for a brief grant application. This will present a brief outline of an important issue or open problem raised in the course, and the beginnings of a proposed outline for research to address that issue. Due 4pm, Thursday 18 December 2014. Marks will be returned wbg Monday 12 January 2015.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:
- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
DEVELOPMENT OF CORE DOMAINS OF THOUGHT (PSYL10091)
Lecturer: Dr Joanne Williams (jo.williams@ed.ac.uk)

Aims
To explore the nature and development of different 'domains' of knowledge through infancy and childhood.

Learning outcomes
Following the course, students will be able to:
1. Interrogate a variety of contemporary domain-specific theories of cognitive development
2. Critique empirical studies of the development of children's naïve concepts in psychology (Theory of Mind), biology (animals, inheritance and illness concepts) and physics (children's understanding of solid objects, motion, and gravity)
3. Consider current trends in research on children's naïve concepts
4. Discuss the practical implications of domain-specific cognitive development for both typically and atypically developing children (e.g. children with autism)

Overview
This course focuses specifically on the development of the content of three domains of knowledge (i.e. physics, psychology and biology) and how these develop from infancy and throughout childhood and adolescence. It outlines a relatively recent theoretical approach in cognitive development and developmental cognitive science which highlights the influence of the content of knowledge on the process and development of thought.

Lectures
1. Domains, modules and theories: Theoretical accounts of the development of naïve knowledge during infancy and childhood.
2. Children as physicists: What do children know about physics?
3. Everyone’s a psychologist: How do children understand other people’s minds?
4. Animals, germs and genes: Children’s understanding of the living things.
5. Naïve knowledge and education: Bridges and barriers to learning.

Key References
Assessment

Semester 1 visiting students: 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

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

All other students: 100% examination (April/May diet).
EMOTIONS AND EMOTIONAL INTELLIGENCE (PSYL10098)
Lecturer: Professor Elizabeth Austin (elizabeth.austin@ed.ac.uk)

Course summary
This course will review the main topics in research on human emotions and some recent findings on individual differences in emotional dispositions and capabilities. The review of emotions research will include: definition and function of emotions, basic and complex emotions, dimensional and categorical models of emotion, emotion perception, models of emotion-processing, social aspects of emotions. The individual differences topics will centre on the relatively new construct of emotional intelligence (EI), but will also include other approaches to emotion-related dispositions and capabilities, for example personality/affect relationships, emotion regulation, and coping. The coverage of EI will include controversies relating to its existence and measurement, for example whether it is more appropriate to view EI as part of the intelligence or the personality domain.

Learning outcomes
• Understanding of the main theories of the nature and function of emotions, and of the criticisms that have been made of these theories.
• Understanding of the main models of emotion processing.
• Understanding of the current status of the theory and measurement of EI and of the controversies that have arisen during the development of this construct.
• Understanding of how research findings on EI can be linked to other approaches to individual differences in emotional dispositions and capabilities, and to results from research on emotions.

Lectures
2. Studies and theories of emotion processing. Appraisal and coping.
3. Individual differences approaches to emotional dispositions and capabilities. Personality and emotion; emotion regulation, coping.
4. Trait and ability models of EI. Measurement approaches, validation studies, critiques of the EI construct and of current measures.
5. Further EI results and models. Is there a ‘dark side’ to EI? Empathy and other constructs related to EI.

Reading
A list of relevant journal articles will be provided for each lecture. Some books which will be useful for the course are listed below.

Assessment
100% essay (maximum length 3000 words). A choice of essay topics will be provided on Learn. Submission deadline 4pm, Thursday 5 March 2015. Marks will be returned on Thursday 2nd April 2015.
TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

• Up to 5 working days, 5 marks per working day will be deducted  
• More than 5 working days late a mark of zero will be given
Aims and objectives
The aim of this course is to develop students’ understanding of the role of eye movements in visual cognition. In lecture 1, the concept of visual attention is introduced; topics to be covered include the distinctions between exogenous versus endogenous attention, space- versus object-based attention, and covert versus overt attention. The remaining lectures build on the idea that, most of the time, attention is active and overt and that visual selection typically involves selection via eye movements. The course thus emphasises the use of eye tracking to study visual attention and cognition. In lectures 2 to 5, the role of eye movements and attention in complex visual-cognitive tasks such as (1) reading, (2) scene perception, (3) dynamic image perception, and (4) real-world activity are discussed in depth. For each of these tasks, we will introduce and critically evaluate theoretical proposals made to explain the “Where” and “When” of eye fixations and attentional selection. Specifically, we will discuss factors influencing where and for how long we make fixations (fixation locations and durations), what we are able to process during a fixation, and how we determine where and when to fixate next within a sentence or a visual scene.

Learning outcomes
On completion of the course, students will
1. understand the core theoretical concepts of visual attention, key experimental paradigms, and main sources of evidence associated with these concepts;
2. know the basic characteristics of eye movements;
3. understand the relationship between eye movements and (overt) visual attention;
4. have a good understanding of the field of eye-movement research, and in particular
5. have some depth of knowledge in the areas of reading and scene perception;
6. be able to critically evaluate existing theories and empirical evidence;
7. be able to apply knowledge about eye movements and visual cognition in both written and oral form.

Lectures
Lecture 1 – Eye Movements and Visual Attention: Introduction and Overview
Lecture 2 – Eye Movements in Reading
Lecture 3 – Eye Movements in Static Scene Viewing
Lecture 4 – Eye Movements in Dynamic Scenes
Lecture 5 – Eye Movements in the Real World

Core literature
General overview:
Lecture 1:
Rensink, R. A., O’Regan, J. K., & Clark, J. J. (1997). To see or not to see: The need for attention to perceive changes in scenes. Psychological Science, 8(5), 368-373.
Lecture 2:

**Lecture 3:**

brief overview and pointer to current issues:

**Lecture 4:**

**Lecture 5:**

**Assessment**

**Semester 1 visiting students:** 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

**All other students:** 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 15 January 2015. Marks will be returned on Thursday 5 February 2015.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
FRONTAL LOBE FUNCTIONS (PSYL10075)
Lecturer: Dr Sarah MacPherson (sarah.macpherson@ed.ac.uk)

Aims and objectives

Learning Outcomes
On successful completion of this course, students should be able:

- To discuss the impairments typically associated with frontal lobe damage.
- To describe the neuropsychological assessment of executive functions, memory and social cognition in a clinical setting.
- To discuss the experimental tests of frontal lobe functions used within neuropsychological research.
- To demonstrate knowledge of current theories of frontal lobe function.
- To critically analyse the impact of research using brain damaged patients and the neuroimaging of healthy individuals on current theories of frontal lobe function.

Overview
The course will provide an overview of the role that the frontal lobes of the brain play in complex behaviour. Evidence from neurological patients will be the main focus although functional neuroimaging of healthy individuals will be related where possible. Specific areas include disorders of executive function, memory and social cognition that arise after lesions in specific regions of the frontal lobes and associated structures. Different theoretical views of frontal lobe function will also be discussed.

Each session will include a lecture; however, there will also be time set aside for small group discussions.

Lecture 1 - Frontal lobe specialisation and assessing frontal lobe functions

References

General References for Neuropsychological Tests

Lecture 2 - Frontal lobes, planning and cognitive control

References


**Lecture 3 - Frontal lobes, emotion and behaviour**

*References*


**Lecture 4 - Frontal lobes and the control of memory**

*References*


**Lecture 5 - Frontal lobes and confabulation**

*References*


**Assessment**

**Semester 1 visiting students:** 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

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• More than 5 working days late a mark of zero will be given

All other students: 100% examination (April/May diet)
HUMAN COGNITIVE ABILITIES (PSYL10094)
Lecturer: Dr Wendy Johnson (wendy.johnson@ed.ac.uk)

Aim and Objectives
To explore the structure, development, and content of human cognitive abilities.

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

• Evaluate critically and in depth the major theories of the structure of intelligence and its development
• Discuss the state of our understanding of the biological basis of human intelligence
• Demonstrate understanding of how human abilities impact educational, occupational, and other social outcomes
• Discuss how and to what degree these associations and their biological underpinnings could be used to develop better educational programs and to help people find occupations suited to their abilities

Each session will include both lecture and discussion, critically examining issues raised in lecture and readings. You will be expected to bring discussion questions to class and to participate in addressing the discussion questions raised by your classmates. You may be asked to give short presentations of research papers or point-counterpoints on specific issues during class.

Overview
The course will review cognitive ability research and the evidence it provides for theories about the development, structure, and biological basis of human intelligence; discuss this evidence and its implications for educational and occupational policy; and foster critical thinking, independent reading, and ability to integrate theoretical concepts with real-world outcomes and practical applications.

Course Content
Lecture 1: Structure and Content of Cognitive Ability: Theoretical and Historical Perspectives
Lecture 2: Life-Span Development of Cognitive Ability
Lecture 3: Heritability and the Biological Basis of Cognitive Ability
Lecture 4: Education, Social Class, and the Culture of Cognitive Ability
Lecture 5: The Roles of Attention, Emotion, and Motivation in Cognitive Ability

Sample Reading


**Text:**


**Assessment**

100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 26 February 2015. Marks will be returned on Thursday 19 March 2014.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
INTELLIGENCE, PERSONALITY AND HEALTH (PSYL10101)
Lecturer: Dr Catharine Gale (cgale@staffmail.ed.ac.uk)

Aims and objectives
• to describe and evaluate research on the role that intelligence and personality traits may play in determining health across life.
• to review research in the new field of cognitive epidemiology that shows that higher intelligence in youth is associated with a lower risk of premature death.
• to consider evidence on various pathways through which higher intelligence might be linked to lower mortality, namely via socioeconomic advantage, improved disease or injury prevention, better disease or injury management, better mental health or ‘body system integrity’.
• to evaluate research on the links between major personality traits and specific health outcomes and consider by what means personality might influence health.

Learning outcomes
By the end of the course students should be able to:
• demonstrate understanding of some basic epidemiological concepts, such as causation and confounding.
• describe and appraise evidence linking intelligence and risk of specific health outcomes.
• describe and appraise evidence linking major personality traits and risk of specific health outcomes.
• evaluate some hypothesised mechanisms underlying these findings, drawing on relevant evidence.

Learning methods and resources
Each session will include a lecture but time will also be set aside for group discussion of issues raised in the lecture and course reading. You may be asked to give a short presentation on a research paper during the session and will be expected to prepare one or two questions in response to other students’ presentations. A list of recommended reading for each lecture is given below.

Lecture content
Week 1: Introduction to cognitive epidemiology. Intelligence as a predictor of death. This session will introduce students to the field of cognitive epidemiology and to some basic concepts and methods of epidemiological research. We will consider the evidence that lower intelligence is a risk factor for earlier death and examine potential explanations for this link.

References
Week 2: Intelligence and physical health
In this session we will consider whether intelligence is linked with specific somatic health problems and look at the evidence that intelligence might be a risk factor for unintentional injury. We will discuss potential mechanisms that might help to explain these associations.

References

Week 3: Intelligence and mental health
In this session we will examine the evidence on the relationship between intelligence and various manifestations of mental distress, including diagnosed mental disorders, symptoms of anxiety and depression, attempted suicide, and somatization.

References

Weeks 4 & 5: Personality, disease and mortality
In these sessions we will examine research on whether personality traits are linked to risk of death and other health outcomes and explore the mechanisms that might underlie any associations.

References


Deary IJ, Weiss A, Batty GD. (2010) Intelligence and personality as predictors of illness and death; how researchers in differential psychology and chronic disease epidemiology are collaborating to understand and address health inequalities. Psychological Science in the Public Interest 11:53-79.


**Assessment**

**Semester 1 visiting students:** 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

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**All other students**

100% examination (April/May diet).
“Please explain what is meant by a significance level of .05” is an interview question commonly used in assessing someone for a psychology teaching or tutoring job. And psychologists are rightly concerned with the proper use of statistics. But “Please explain your philosophical views on causality … or explanation … or abstraction” is a question very few psychologists are ever asked over their whole career. It represents a profound crisis for our field if psychologists do not know the philosophical status of the entities they are counting or putting into their theories and models.

And as Frederick Engels wrote: “(People who) imagine that they are emancipating themselves from philosophy when they ignore or abuse it … in the long run … prove after all to be prisoners to philosophy, but, unfortunately, for the most part philosophy of the very worst quality … of the worst vulgarized relics of the worst philosophical systems.”

Everyone operates with a set of philosophical assumptions, both inside and outside the laboratory, even if they are unaware of those assumptions and cannot articulate them. This course is all about exploring those assumptions in Psychology, from neuropsychology to education practice.

Marxism has been an influential philosophy, not least concerning scientific practice, for the last 150 years. Marxists see the world as a single totality based in movement and change, and emphasize the interconnectedness, mediatedness, complexity and specificity of that world. They prioritise the role of activity and practice, and the social and historical construction of individual cognition. A working human society is the most complex thing in the known universe. (Usually in Psychology we’re told that the (isolated) human brain is the most complex thing; that assertion illustrates the problem.) Understanding psychology is all about making abstractions from such complexity, and Marxists have a carefully worked-out position on just this issue.

Aims and objectives
We will look at theoretical positions and empirical research directly influenced by Marxism, studying the contribution of particular psychologists, exploring particular issues, reconstructing particular debates, and studying philosophical dimensions of psychological theories and models.

We will explore the impact of Marxist philosophy on psychological theory and practice. We will predominantly be concerned with the psychology of language and higher cognition, but the philosophical and scientific conclusions will apply across all of Psychology.

There are no course requirements of previous knowledge of philosophy or cognitive modelling.

Learning outcomes
On successful completion of the course, students will:
1. Acquire a working literacy in general philosophical terminology useful for psychologists.
2. Acquire a basic understanding of Marxist theory relevant to understanding natural phenomena, cognition, and the emergence of the individual.
3. Acquire an understanding of how to apply a Marxist perspective in the study of language and cognition.
4. Develop critical powers concerning the philosophical and ideological assumptions present in research.
Topics and readings

Each week will begin with a 50-minute lecture. Depending on the size of the group, the second part of each weekly session may contain elements of seminar work, small-group work, and discussion of the assessment topics. All readings will be available on Learn for this course. The readings may be subject to slight change during the course.

Week 1: Introduction to dialectical materialism and the implications for Psychology


Further background reading


(This book, in which the subject matter of particular chapters is very clearly flagged, will be useful throughout the course.)

Week 2: Philosophical issues in cognitive modelling


Further background reading


(This collection of fragments, mostly unpublished during Engels’ lifetime give a flavour of scientific and philosophical debate at the time.)

Week 3: The materialist program for language research, from Vygotsky onwards


Further background reading


Week 4: The Meshcheryakov Experiment: Soviet work on the education of blind-deaf children

30-minute film, in class, on the education of blind-deaf children, in Russia in the 1990s.


Further background reading


page | 36
**Week 5: The history of the debate on IQ and human nature**


*Further background reading*


*(A recent review, plus peer commentaries, addressing some of the complexities of the relationship between genetics and psychology.)*

**Assessment**

Students will take a psychological phenomenon of their own choosing and, during the course, produce: (a) a short (e.g. 10-20 articles) annotated bibliography of research papers on that topic, to demonstrate knowledge of the topic, and introduce a non-expert psychologist to the topic; (b) a 2000-word exploration of the assumptions embedded in that research (relevant to the dialectical materialist approach developed in the course), (c) a 1000-word discussion of how that research topic might be advanced within the perspectives of the course.

**Semester 1 visiting students:** 100% essay (maximum length 3000 words) a choice of essay topics will be provided. Submission deadline 4pm, Thursday 13 November 2014.

**All other students:** 100% essay (maximum length 3000 words). Submission deadline 4pm Thursday 13 November 2014. Marks will be returned on Thursday 4 December 2014.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
Aims
To examine cognitive neuroimaging research into episodic memory in normal ageing

Objectives
1. To understand age-related differences in forming and retrieving memories for events
2. To relate these differences in memory function to differences in brain function
3. To evaluate different theories which attempt to explain age-related memory decline

Overall learning outcomes
After following this course, students should be able:
- To understand the principal brain changes that occur in ageing
- To discuss how these may give rise to episodic memory decline via changes at encoding and retrieval
- To critically evaluate the three main theories discussed on the course in the light of the evidence

Overview of course
It is well known that as we get older our memory for events declines and there is an increase in false memory. The advent of brain imaging has given us new tools to understand episodic memory decline as well as generating new questions. This course explores how different theories of brain ageing can explain episodic memory decline. There will be a special emphasis on cognitive neuroimaging approaches, particularly functional magnetic resonance imaging (fMRI/MRI), but no prior specialist knowledge is assumed.

Our starting point will be three main theories of neurocognitive ageing: the frontal lobe hypothesis, the hippocampal ageing hypothesis, and generalised brain ageing hypotheses. We will consider three main ways in which these theories can be put to test: by examining memory encoding and retrieval separately, by asking to what degree strategic aspects of memory are specifically impaired, and by investigating changes in (pre)frontal cortex and hippocampus. In the last week, we will also discuss whether functional imaging data provide any basis for optimism about older brains’ ability to compensate for cognitive decline.

This course differs from many option courses in that students are encouraged to select one of a few alternative coursework essay questions at the start of the course, to allow focussed reading around that question throughout. Proposal of your own question is encouraged but subject to approval. All classes are relevant to all topics.

Students are expected to read each week’s key references beforehand to participate in class discussions, and to do self-directed reading around – not limited to – the material and examples covered in class. Each week’s class will comprise a lecture as well as group discussions based on the course readings.

Additional readings and resources will be posted on Learn. There will be opportunities for questions and feedback in class and in the weekly office hour.

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<thead>
<tr>
<th>Lecture</th>
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<tr>
<td>1</td>
<td>Memory and brain ageing: questions and theories</td>
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<td>2</td>
<td>The Frontal Lobe Theory of ageing</td>
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<tr>
<td>3</td>
<td>Hippocampal Ageing and the Associative Deficit Hypothesis</td>
</tr>
<tr>
<td>4</td>
<td>Generalised theories of age-related cognitive decline</td>
</tr>
<tr>
<td>5</td>
<td>Deterioration and compensation in ageing: Good news?</td>
</tr>
</tbody>
</table>
Background reading
The following are recommended for revision or background reading on cognitive ageing and cognitive neuroimaging approaches to episodic memory.

Essential references

Other references

Week 1. Memory and brain ageing: questions and theories
This class will introduce the three main neurocognitive theories of memory decline in normal ageing. To begin to evaluate these theories, we will look at the ways that their predictions can be put to test in cognitive neuroimaging and behavioural studies.

Class discussion
Small group discussion will focus on one review of early functional imaging studies of long-term memory and ageing, and one quite general meta-analysis of functional imaging studies of ageing. The aim is to get to know the terminology and some of the main issues and results in the field.

Outcome
To understand the main ideas of the three main theories, and how cognitive neuroimaging studies address them.

Key references for discussion
Note: It’s important to understand the experimental paradigms used in memory studies of episodic memory encoding and retrieval. The Purves chapter (above, in Background Reading) provides essential information, and the first lecture will cover more.
Spreng, R. N., Wojtowicz, M., & Grady, C. L. (2010). Reliable differences in brain activity between young and old adults: a quantitative meta-analysis across multiple cognitive domains Neurosci Biobehav Rev, 34: 1178-1194). A very general meta-analysis. Focus on the episodic memory material, but note where findings seem to be specific to episodic memory as opposed to cognitive ageing more generally as this is important for weeks 2 and 4 in particular.

Other references
discussing some important issues arising when studying the ageing brain with functional imaging.

**Week 2. The Frontal Lobe Theory of ageing**
What is the evidence for West’s (1996) theory that episodic memory decline in ageing is part of a more general picture with prominent executive function decline caused by deterioration of the prefrontal cortex (PFC)? The lecture will give an overview of how neuroimaging (and neuropsychological) have addressed this.

**Class discussion**
Small group discussion will focus on two example studies whose results speak to the frontal lobe hypothesis, one of episodic encoding and one of episodic retrieval.

**Outcome**
To understand how PFC deterioration might impact on episodic memory encoding and retrieval, and know about some of the evidence for and against this theory.

**Key references for class discussion**
See also the two meta-analyses listed for week 1.

**Week 3. Hippocampal Ageing and the Associative Deficit Hypothesis**
Memory for associations is particularly affected in older adults and false recognition increases. What is the evidence that decline in the functioning of the hippocampus contributes to age-related memory decline? Or can these problems be explained by strategic impairment alone? These two related hypotheses will be considered in the lecture and class discussion.

**Class discussion**
Small group discussion will examine two example studies which focus on possible effects of hippocampal impairments in normal ageing.

**Outcome**
To evaluate evidence that decline in the functioning of the hippocampus as well as the PFC contributes to episodic memory impairment in normal ageing.

**Key references for discussion**

**Other references**

**Week 4. Generalised theories of age-related cognitive decline**
Ageing does not just affect memory and executive function: this week we will consider whether memory decline can only be understood as part of a bigger picture, and whether it can be fully explained by generalised neural and cognitive changes. The lecture will examine two such theories, the cognitive slowing hypothesis and the dedifferentiation account.
**Class discussion**
Small group discussion will focus on two example studies which attempt to test a generalised theory of age-related cognitive decline. We will focus on implications for episodic memory.

**Outcome**
To understand how generalised cognitive and neural changes could give rise to apparently selective cognitive impairments, and evaluate evidence that such changes underlie the memory decline in normal ageing.

**Key references**


**Other references**

**Week 5. Decline and compensation in ageing: Good news?**
Perhaps the most striking finding in the cognitive neuroscience of ageing has been ‘over-recruitment’ – the tendency of older adults to recruit brain regions during task performance that are not engaged in the young. It is also one of the more controversial issues. We will consider the main accounts of over-recruitment and ask whether it is really good news for cognitive ageing. We will also return to the possibly different changes taking place in PFC and hippocampus.

**Class discussion**
Small group discussion will focus on comparison of the compensation hypothesis with an alternative general theory, the brain maintenance hypothesis.

**Outcome**
To critically evaluate the notion that ageing brains can compensate for underlying neural deterioration, using evidence from functional neuroimaging studies.

**Key references**


Also make sure you’re read the Nyberg et al. paper discussed last week.

**Other references**

Rajah MN, D’Esposito M. Region-specific changes in prefrontal function with age: a review of PET and fMRI studies on working and episodic memory. *Brain*. 2005 128(9):1964-83. Considers whether different things (e.g., compensation) may be going on in different sub-regions of PFC in ageing.
Assessment
(10%) One-page critical reading response about one of the core papers. Due by the last class. Submission deadline Monday 9 February 2015. Marks will be returned on Monday 2 March 2015.

(90%) essay (maximum 3000 words) - a selective review of an important issue raised in the course. Students will be encouraged to choose or propose a question early in the course. Submission deadline 4pm, Thursday 26 February 2015. Marks will be returned on Thursday 19 March 2015.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:
- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
Aims
The course introduces the hard problem of human consciousness and its context within contemporary psychology. It examines the role of the ‘ghost in the machine’ and related concepts including the Homunculus Fallacy, Cartesian Theatre, Chinese Room, and Inverted Spectrum. Participants will have the opportunity to engage with phenomenological psychology and to debate and explore its ramifications. The course provides the opportunity to explore literature on embodiment, lived experience, intersubjectivity, the unconscious, and authenticity. Each two hour lecture consists of a practical and a theoretical period. In the practicum participants work together in small groups on structured tasks that offer the opportunity to experience the phenomenon under examination. In the theoretical period the course leader will introduce and summarise the topic, and some designated students will present short summaries of their readings.

Learning outcomes
By the end of the course participants will have both a theoretical and an experiential understanding of some distinctive features of human consciousness and be able to:
  • identify the distinctive features of phenomenological psychology and to critique experimental psychology and the cognitive neurosciences.
  • evaluate notions of embodiment, lived experience, intersubjectivity, the unconscious, and authenticity in human experience.
  • formulate applications of phenomenological psychology and be able to give a coherent account of psychological phenomena in phenomenological terms.

Lectures
Week 1: The Hard Problem
What is special about ‘I’? Why ‘I’ is not just another ‘object’ in the world.

Week 2: Lived Experience
What is first personal givenness of experience? Is it physical, metaphysical?

Week 3: The Lived Body
Phenomenology. Difference between the body–subject and body–object.

Week 4: Self and Other
Intersubjectivity. The being for itself, being for others, and being with others.

Week 5: Authenticity
What is consciousness of self? Why is the unconscious unconscious?

References
The Hard Problem
Bladerunner: A film about a future with runaway replicants. Scenes of Deckard’s empathy test and Roy dying.

**Lived Experience**

**The Lived Body**

**Self and Other**

**Authenticity**
Assessment

Semester 1 visiting students only: 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

All other students: 75% examination (April/May diet).
To pass the final examination students will need to identify the key features of phenomenological psychology, and formulate a phenomenological account of an everyday experience selected at the examination.

25% assignments (5)
A coursework assignment based on each lecture must be submitted within one week of that lecture. This will be a 500 word reflection on the participant's lived experience, relating this to their learning from the lecture and practicum.

Assignment submission deadlines:
Week 2: Thursday 25 September, 4pm. Marks returned on Thursday 9 October 2014.
Week 3: Thursday 2 October, 4pm. Marks returned on Thursday 16 October 2014.
Week 4 Thursday 9 October, 4pm. Marks returned on Thursday 23 October 2014.
Week 5: Thursday 16 October, 4pm. Marks returned on Thursday 30 October 2014.
Week 6: Thursday 23 October, 4pm. Marks returned on Thursday 6 November 2014.

An electronic copy of each coursework assignment must be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:
  • Up to 5 working days, 5 marks per working day will be deducted
  • More than 5 working days late a mark of zero will be given
MORAL JUDGEMENT AND BEHAVIOUR (PSYL10100)
Lecturer: Dr Adam Moore (amoore23@staffmail.ed.ac.uk)

Short Description of the Course
Morality is critical to our lives, with differences in what people think is moral or not, and differences in what people do in moral situations, profoundly affecting individual and collective wellbeing, social harmony, and political and economic policy. This course will examine the factors affecting moral behaviour, including helping behaviours, charitable donation, exploitation of others, corporate malfeasance, and hypocrisy. It will also look at the major contemporary models of moral judgment and reasoning, and the evidence both for and against them. Throughout the course we will ask where the focus of morality is: the individual or the situation.

The course will be divided into 5 sessions, each lasting for 1 hour and 50 minutes. While the majority of time will be devoted to lectures, students are encouraged to ask questions throughout and there will be group discussion(s) as class size allows. The texts used will consist of assigned articles. Each set of readings includes at least one generally accessible paper and several experimental articles that purport to test theories/findings related to the topic. Most articles are available via the main library or psychology library. For those articles that are not, they can be obtained via Learn. Please email me if you have trouble obtaining them.

Learning Outcomes:
Students should be able to identify key streams of research in the study of moral behaviour and judgment, discuss empirical findings that test key models of explanation in these areas, and identify factors that play a role in how human beings perceive and react to moral situations.

Lectures
1. Models of moral judgement; rationalism, intuition, & dual process models.
2. Models of moral judgement cont.; intuitionism, personality, politics, & protected values.
3. Moral behaviour; sensemaking, social influences on (im)moral action, & corporate wrongdoing.
4. Moral behaviour cont.; the bystander effect, charitable giving, activism.
5. Moral behaviour cont.; mass atrocities, psychic numbing, & public policy.

References:
Assessment

Semester 1 visiting students only: 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

All other students
55% examination (April/May diet).

10% participation: Class discussions in which students will either lead or moderate the evaluation of assigned papers (for those with exemptions, a short written response will be substituted).

35% coursework: Four 1-2 page reading responses analysing assigned papers and reacting to highlighted issues.

Reading response submission deadline:
Week 1: Thursday 25 September, 4pm. Marks returned on Thursday 16 October 2014.
Week 2: Thursday 2 October, 4pm. Marks returned on Thursday 23 October 2014.
Week 3 Thursday 9 October, 4pm. Marks returned on Thursday 30 October 2014.
Week 4: Thursday 16 October, 4pm. Marks returned on Thursday 6 November 2014.

An electronic copy of each participation and reading response assignment must be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
This course aims to provide an overview on how the senses work together to create a stable and coherent representation of the body and the external world. Covering a variety of methodologies, this course will describe and evaluate the results of recent research on multisensory integration. First, the neural mechanisms underlying multisensory integration will be outlined. We will then examine the perception of multisensory events, the advantages afforded by the ability to combine different sensory modalities and the key determinants of intersensory interactions. Another key question addressed will be how multisensory interactions are linked to and modulated by attention. We will specifically consider the latest evidences assessing the role of exogenous and endogenous attentional mechanisms on crossmodal processes. In addition, we will also focus on recent research concerning how multisensory information is used to create multiple spatial representations of our body parts and of the spaces within which they can act. We will see how these representations that are used by the brain to guide body movements through space show a considerable degree of plasticity. Finally, we will consider how the cortical system for perception may become radically reorganized after sensory deprivation or crossmodal rerouting of sensory projections and evaluate this surprising degree of cross-modal plasticity that characterize cortical processing.

Learning Outcomes:
On successful completion of this course, students will be able to demonstrate knowledge of:

- the brain mechanisms underlying multisensory integration
- the perceptual and behavioural consequences of multisensory integration and the key determinants of these intersensory bindings
- the role of attention in crossmodal and multisensory integration.
- the multisensory brain’s representation of the body and of peripersonal space
- cortical plasticity across sensory modalities and the effects of sensory deprivation

References:
The following references give some background to the material that is planned for each lecture. However, these lists will be updated during the lecture course to reflect recent research on each of the topics.

Lecture 1. Multisensory Integration

- Unimodal sensory systems:
  - Or any other biological psychology text book

- Multisensory integration:
Lecture 2. Multisensory perception

Lecture 3. Crossmodal attention and multisensory integration

Lecture 4. Multimodal representation of space and the body

Lecture 5. Crossmodal plasticity and sensory deprivation

Assessment
100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 26 February 2015. Marks will be returned on Thursday 19 March 2015.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:
- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
General Description
The course assumes that most students have had little or no previous exposure to research in parapsychology. Parapsychology is defined as the scientific investigation of apparent new means of communication or influence between the organism and its environment, known as ‘psi’. The course does not presume that psi exists, but treats this as a scientifically-testable hypothesis and reviews the findings of laboratory psi research. Moving out of the lab, we also examine people's real-life ‘paranormal’ experiences and beliefs, and the models that have been put forward to understand these. Finally, we consider the wider scientific implications of parapsychology.

Option Aims
- To provide an overview of the principal methods, findings, and issues in parapsychology.
- To encourage critical thinking about scientific claims, in parapsychology and beyond.

Learning Methods and Resources
The course will be primarily taught in lecture format, with students being expected to read each week’s key references beforehand. These are listed below. Materials (summary handouts; powerpoint slides; podcasts; list of recommended readings) are posted on Learn. Further general background readings, downloads, FAQs, links, etc. are available at:

http://www.koestler-parapsychology.psy.ed.ac.uk/cwatt/
and
http://www.koestler-parapsychology.psy.ed.ac.uk/

The Koestler Parapsychology Library (Room G5) contains parapsychology journals and conference proceedings that cannot be found online, as well as an extensive collection of books, undergraduate dissertations, and postgraduate theses on parapsychological topics.

Learning Outcomes
Students will become familiar with:
- the main methods used for controlled laboratory testing of claims of anomalous information transfer or influence;
- the findings of meta-analytic reviews of ganzfeld-ESP, PK-RNG, and DMILS research;
- the phenomenology of spontaneous paranormal experiences and the models that have been proposed to explain why people have these experiences;
- the methodological challenges involved in testing claims of anomalous communication or influence;
- factors leading to scientific controversies, and ways to help resolve controversies.

Course Content and References

Week 1: What is Parapsychology?
Terminology. Different approaches to research in parapsychology, and their advantages and disadvantages. History of parapsychology and psychical research.
Week 2: Experimental Procedures
ESP research methods. Choices in ESP testing. PK research methods. Methodological considerations – eliminating error, leakage, artefact, fraud.

Week 3: ESP and PK Research Findings
Replication and meta-analysis in parapsychology. ESP research findings: The ganzfeld debate. PK-RNG research findings. EDA-DMILS research findings.

Week 4: Understanding Paranormal Experiences
The phenomenology of paranormal experiences. Measuring and categorising belief in the paranormal. Four theories of belief in the paranormal.

Week 5: Theories and Implications of Parapsychology
The major theories of psi (psychological and physical theories). The implications of parapsychology: methodological; experimenter effects; metaphysical.

Assessment
Semester 1 visiting students: 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

All other students: 100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 18 December 2014. Marks will be returned on Monday 12 January 2015.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:
- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
Course description
Clinical Psychologists adhere to a Scientist-Practitioner model and use the empirical evidence base of outcome research in the application of treatments for people in distress. This option examines the evidence for the process and outcome of the psychotherapies; cognitive-behavioural, psychodynamic and interpersonal.

Learning outcomes
Students will have gained:
An understanding of the main types of psychotherapy models in use in the UK (Cognitive, Behavioural, Interpersonal and Psychodynamic)

A comprehensive knowledge of the efficacy of a range of psychological treatment models for emotional disorders.

Be introduced to recent developments in psychotherapy (older adults, schizophrenia)

Please note lecture details below are subject to change

Lecture Content
1 History of psychological therapies:
   - Pre-scientific forms of psychotherapy
   - Scientific revolution
   - Essential theoretical models
     - Psychodynamic
     - Behavioral
     - Cognitive-Behavioral
     - Humanistic

2 Therapy, social control and treatment effectiveness
   - Social changes and psychotherapy (privilege, access and coercion)
   - IAPT
   - What works for whom

3 The scientific status of psychotherapies
   - Evidence-based science
   - Practice and Research relations
   - Critical evaluation of effectiveness

4 Therapeutic relationships
   - The therapeutic stance
   - Issues of power
   - Ethical conduct

5 Emerging therapeutic models
   - New paradigms for a new millenium
   - New models and state of evidence:
     - IPT
     - Positive psychology
     - 3rd generation

References
Routledge.

**Assessment**

100% examination (April/May diet).
PSYCHOLOGY OF COUNSELLING (PSYL10118)
Lecturer: Dr Billy Lee (b.lee@ed.ac.uk)

Overview
The course offers advanced psychology students an opportunity to examine some of the core psychological processes at work in counselling and psychotherapy. The course will cover:

Client characteristics, including conceptualisations of distress, mental illness, wellbeing, attachment style, and interpersonal functioning. Therapist characteristics, including theoretical orientation, the issue of technique versus non-technique, and therapeutic and non-therapeutic events. The therapeutic relationship, including transference and countertransference, the contract and working alliance, attachment theory, listening and dialogue, and contrasts between existential-phenomenological and medical stances. Cultural considerations, including considerations for working with special populations and minorities including clients who are gay, lesbian or bisexual, or of different race and culture. Counselling ethics, including concepts of beneficence and non-maleficence, boundaries, supervision, and awareness of professional development and the limits of counselling.

Learning outcomes
By the end of the course, students should:
- Understand the counselling process and outcomes, and concepts of health and wellbeing.
- Understand both practical and theoretical aspects of the therapeutic contract and relationship.
- Appreciate differences between theoretical orientations and their implications for practice.
- Appreciate the therapeutic value of talking and the limits of counselling.

Lectures
Lecture 1 The “talking cure”
Lecture 2 Distress, disorder and “existential malaise”
Lecture 3 Theoretical orientation
Lecture 4 Technique and non-technique
Lecture 5 Counselling diversity and infrastructure

References

Assessment
Semester 1 visiting students: Tutor and peer feedback based on weekly practical exercises and demonstrations.

100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

All other students: Tutor and peer feedback based on weekly practical exercises and demonstrations.

100% take home exam: 2,000 word critical essay to be submitted within 3 days of release of the exam paper. Submission deadline 10am, Thursday 11 December 2014. Marks will be returned wbg Monday 12 January 2015.
Aims and objectives
This course will describe and elucidate current theories of sentence comprehension in the light of evidence from a range of experimental techniques. The course aims to give an appreciation of the role of different sources of information relevant to the task, including grammatical, semantic and pragmatic information. We will also look at the interface between sentence comprehension and working memory.

Learning outcomes
After the course, students will:

- Have an understanding of the notions of syntactic structure and syntactic ambiguity.
- Appreciate a number of experimental techniques that are used to study the detailed time-course of written and spoken language comprehension.
- Understand and be able to evaluate the main theoretical claims and experimental evidence surrounding the use of grammatical and non-grammatical information in sentence comprehension.

Overview
When we encounter a written or spoken sentence, what kinds of processes do we use to understand its meaning? This course aims to answer this question in the light of evidence from a wide range of experimental techniques, including eye-tracking, EEG recording and reading time measurement. Questions that will be covered are all current topics under debate in the literature, and they include: What is the role of prediction in sentence processing? How do children and adults differ in the way they process ambiguous sentences? How does sentence processing interact with the working memory processes? To what extent do we follow grammatical rules when we interpret a sentence?

Lecture 1 - Introduction to sentence structure and ambiguity
This lecture will cover some basic background on syntactic analysis. We will show how syntactic ambiguity corresponds to a choice between different syntactic structures, for a given sentence or sentence fragment. The lecture will also introduce competing theories that seek to explain how one alternative is chosen over another.

Reference

Lecture 2 - The role of linguistic and visual context in sentence comprehension
This lecture will introduce various types of context, and show how they can be studied using experimental methodology. The lecture will include discussion of how the visual world can affect speech comprehension.

References
Lecture 3 - Prediction in Sentence Processing

This lecture will evaluate the claim that sentence processing involves the active prediction of upcoming linguistic input. We will highlight the distinction between theoretical accounts based on prediction and integration, and we the discussion will be illustrated with different experimental methods, including eye-tracking and EEG.

References


Lecture 4 - Sentence Processing and Working Memory

In this lecture, we will look at the interface between linguistic processing and working memory processes. The lecture will cover the main working memory components of encoding, storage and retrieval, and how they affect the process of sentence comprehension.

References


Lecture 5 - The Relation between Syntax and Semantics in Sentence Processing

This lecture will consider the question of how our knowledge of grammar constrains our interpretation of sentences. Is interpretation always guided by grammatical rules? and if not, under what circumstances can we adopt “ungrammatical” interpretations of sentences?

References


Assessment

100% essay (maximum length 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 26 February 2015. Marks will be returned on Thursday 19 March 2015.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart
Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
Aims and objectives
Aim: To acquire a good understanding of the topic of working memory and its place within psychological science. We will consider the construct of working memory, and how it differs from related constructs like sensory memory, long-term memory, and attention. Empirical findings that a comprehensive theory of working memory must be able to explain will be described and models designed to encompass these findings will be evaluated.

Learning outcomes
After the course, students will be able to:
1. Demonstrate knowledge of current working memory theory, including the ability to critically evaluate evidence favouring various theories
2. Demonstrate understanding of the methods used to measure working memory
3. Reason about how working memory theory can predict cognitive functioning in daily life

Overview
Working memory refers to the cluster of processes engaged while thinking: retrieving information already learned, attending to information in the environment, and using information in the service of some goal. Theories of working memory describing how these functions relate to each other will be considered, drawing upon empirical evidence from cognitive experiments, typical and abnormal neural functioning, and development from childhood to adulthood.

Lectures

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<thead>
<tr>
<th>Weeks</th>
<th>Content</th>
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<tr>
<td>1</td>
<td>What is working memory and why does it matter?</td>
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<tr>
<td>2</td>
<td>Working memory limits</td>
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<tr>
<td>3</td>
<td>Time, retrieval, and knowledge</td>
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<td>4</td>
<td>Neuroscience of working memory</td>
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<tr>
<td>5</td>
<td>Variability in working memory in healthy populations</td>
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References


Assessment

Semester 1 Visiting Students: 100% essay (maximum 3000 words). A choice of essay topics will be provided. Submission deadline 4pm, Thursday 11 December 2014.

All other students

80% examination (April/May diet).

20% essay (maximum length 1000 words). Complete a practical demonstration on working memory measures and write an essay on working memory measurement techniques. Feedback will be provided to help students prepare for the examination. Submission deadline 4pm, Thursday 23 October 2014. Marks will be returned on Thursday 13 November 2014.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:

- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
6. Tutorial Course (PSYL10090)
Course Organiser: Dr Marieke Gartner

Short description:
This course is very different from other courses in the curriculum. It does not deal with a specific topic, branch of psychology or methodological approach. Rather, it offers students the opportunity to reflect on what they have learned during their study and to integrate their knowledge across a range of psychological topics. It encourages critical thinking, discussion and creativity. It is intended to raise awareness of the role of psychology in society. Teaching is in small groups, and students are given the opportunity to present their work, and to obtain immediate feedback from their tutors as well as from their peers. While the abilities developed in this course are likely to be helpful when writing the general paper, its scope is meant to go well beyond that and to offer useful transferable skills for future professional development. The course consists of two blocks of 5 tutorials, five in block 2 (semester 1, weeks 7-11) and five in block 3 (semester 2, weeks 1-5), each block with a different tutor. Students will be prompted to select group preferences electronically via Learn and will be given information about the times and venues of the tutorials nearer the time.

The course is compulsory for single honours and optional for joint honours and intercalated medical students.

Learning outcomes:
The course is intended to enhance the following skills:
1. Critical thinking about psychology and its relations to other sciences
2. Appreciation for the social relevance of psychology
3. Identification of crucial issues in current debates and controversies
4. Construction of arguments based on knowledge from a range of psychological topics.

Assessment:
Written work (maximum length 1000 words) - PowerPoint presentation, or a poster. The assessment method will be stated at time of sign-up which will take place through Learn. One assessment will take place each semester. Assessment through PowerPoint presentation or poster will take place on the last day of the tutorial, unless agreed otherwise with the tutor.

All written tutorial assessments must be submitted by 4pm on Thursday 4 December 2014 for semester 1 and Thursday 26 February 2015 for semester 2. Marks will be returned wbg 12 January 2015 for semester 1 and 19 March 2015 for semester 2.

TWO copies of the essay (typewritten, double spaced, 12 point font) should be submitted via the Honours box outside the Undergraduate Teaching Office, Room G.06, Dugald Stewart Building by the deadline. Coversheets will be provided on the shelf next to the Teaching Office. An electronic copy must also be submitted via Turnitin by the deadline. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count.

The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:
- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given
7. Assessment and Feedback Information

Psychology 4 examinations consist of the following papers (*or other course assessment where applicable):

Single Honours
1. General Paper (3 hours, 2 questions) (10 credits)
2. Six papers, one for each of the six courses taken across the two semesters, each of 1.5 hours in length*. (60 credits) AND
3. Tutorial Course assessments (10 credits)
4. Dissertation (40 credits)

Combined Honours - this will depend on your combined honours degree requirements, but in general:
1. Two, three or four papers – one for each of the courses taken across the two semesters, each of 1.5 hours in length* (20, 30 or 40 credits) AND
2. Dissertation (40 credits)

Intercalated Medical Degree
1. Five papers, one for each of the five Psychology 4 courses taken across the two semesters, each of 1.5 hours in length* (50 credits)
2. Three papers from the Psychology 3 selection (30 credits), including Methodology 1
3. Dissertation (40 credits)

Feedback
You will get many feedback or feedforward opportunities in your courses. Feedback could be in the form of written or spoken comments on a draft or submitted essay or write-up, or in the form of 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, classes or talks
- 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 (for semester 2 third year exam)
- 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/](http://www.eusa.ed.ac.uk/societies/society/psychologysociety/)

If you have any suggestions on how to improve feedback further, please contact either:
- Your Course Organiser
- Your Personal Tutor
- PPLS Student Support Officers mhari.davisonson@ed.ac.uk or sarah.nicol@ed.ac.uk
- Dr Martin Corley, Director of Undergraduate Teaching (martin.corley@ed.ac.uk)
Timetable for submission of coursework and return of feedback/provisional marks

<table>
<thead>
<tr>
<th>Item of work</th>
<th>Hand-in deadline</th>
<th>Marks/Feedback/Return date</th>
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<tbody>
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<td><strong>SEMESTER ONE (BLOCK ONE) COURSES</strong></td>
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<tr>
<td>Critical Social Psychology (PSYL10018)</td>
<td>4pm, Thursday 30 October 2014</td>
<td>Thursday 20 November 2014</td>
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<td>(coursework 20%)</td>
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<tr>
<td>Marxist Psychology (PSYL10092)</td>
<td>4pm, Thursday 13 November 2014</td>
<td>Thursday 4 December 2014</td>
</tr>
<tr>
<td>Mind, Body &amp; Consciousness (PSYL10025)</td>
<td>Wk 2: 4pm, Thursday 25 September 2014</td>
<td>Thursday 16 October 2014</td>
</tr>
<tr>
<td>(5x assignments 25%)</td>
<td>Wk 3: 4pm, Thursday 2 October 2014</td>
<td>Thursday 23 October 2014</td>
</tr>
<tr>
<td></td>
<td>Wk 4: 4pm, Thursday 9 October 2014</td>
<td>Thursday 30 October 2014</td>
</tr>
<tr>
<td></td>
<td>Wk 5: 4pm, Thursday 16 October 2014</td>
<td>Thursday 6 November 2014</td>
</tr>
<tr>
<td></td>
<td>Wk 6: 4pm, Thursday 23 October 2014</td>
<td>Thursday 13 November 2014</td>
</tr>
<tr>
<td>Moral Judgement &amp; Behaviour (PSYL10100)</td>
<td>Wk 2: 4pm, Thursday 25 September 2014</td>
<td>Thursday 16 October 2014</td>
</tr>
<tr>
<td>(4x reading response 35%)</td>
<td>Wk 3: 4pm, Thursday 2 October 2014</td>
<td>Thursday 23 October 2014</td>
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<tr>
<td></td>
<td>Wk 4: 4pm, Thursday 9 October 2014</td>
<td>Thursday 30 October 2014</td>
</tr>
<tr>
<td></td>
<td>Wk 5: 4pm, Thursday 16 October 2014</td>
<td>Thursday 6 November 2014</td>
</tr>
<tr>
<td>Tutorial Course (PSYL10090)</td>
<td>4pm, Thursday 4 December 2014</td>
<td>Wbg Monday 12 January 2015</td>
</tr>
<tr>
<td>(essay 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Memory (PSYL10117)</td>
<td>4pm, Thursday 23 October 2014</td>
<td>Thursday 13 November 2014</td>
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<tr>
<td>(essay 20%)</td>
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<tr>
<td><strong>BLOCK TWO COURSES</strong></td>
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</tr>
<tr>
<td>Consciousness &amp; Perceptual Awareness (PSYL10099)</td>
<td>4pm Thursday 15 January 2015</td>
<td>Thursday 5 February 2015</td>
</tr>
<tr>
<td>(assignment 20% )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology of Counselling (PSYL10118)</td>
<td>10am, Thursday 11 December 2014</td>
<td>Wbg Monday 12 January 2015</td>
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<tr>
<td>(take home exam 100%)</td>
<td></td>
<td></td>
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<tr>
<td>Consciousness &amp; Perceptual Awareness (PSYL10099)</td>
<td>4pm, Thursday 15 January 2015</td>
<td>Thursday 5 February 2015</td>
</tr>
<tr>
<td>(essay 80%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debates in Current Personality (PSYL10120)</td>
<td>4pm, Thursday 18 December 2014</td>
<td>Wbg Monday January 2015</td>
</tr>
<tr>
<td>(essay 60%)</td>
<td></td>
<td></td>
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<tr>
<td>Developing Relational Concepts (PSYL10119)</td>
<td>Wk 2: 4pm, Friday 7 November 2014</td>
<td>Thursday 28 November 2014</td>
</tr>
<tr>
<td>(3x core readings 30%)</td>
<td>Wk 3: 4pm, Friday 14 November 2014</td>
<td>Thursday 5 December 2014</td>
</tr>
<tr>
<td></td>
<td>Wk 4 or 5: 4pm, Friday 21 or 28 November 2014</td>
<td>Thursday 12 or 19 December 2014</td>
</tr>
<tr>
<td>Developing Relational Concepts (PSYL10119)</td>
<td>4pm, Thursday 18 December 2014</td>
<td>Wbg Monday January 2015</td>
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<tr>
<td>(essay 70%)</td>
<td></td>
<td></td>
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<tr>
<td>Eye Movements &amp; Visual Cognition (PSYL10096)</td>
<td>4pm, Thursday 15 January 2015</td>
<td>Thursday 5 February 2015</td>
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<tr>
<td>(essay 100%)</td>
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<tr>
<td>Parapsychology (PSYL10026)</td>
<td>4pm, Thursday 18 December 2014</td>
<td>Wbg Monday 12 January 2015</td>
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<tr>
<td>(essay 100%)</td>
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<tr>
<td><strong>Semester 1 visiting student course essays</strong></td>
<td>4pm, Thursday 11 December 2014.</td>
<td>Marks are uploaded post January Exam Board and can be viewed on MyEd</td>
</tr>
<tr>
<td>Course</td>
<td>Exam Dates</td>
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<tr>
<td>-------------------------------------------------</td>
<td>-----------------------------</td>
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<tr>
<td>Human Cognitive Abilities (PSYL10094) (essay 100%)</td>
<td>4pm, Thursday 26 February 2015, Thursday 19 March 2015</td>
<td></td>
</tr>
<tr>
<td>Memory, Ageing &amp; the Brain (PSYL10095) (core paper 10%)</td>
<td>4pm, Monday 9 February 2015, Monday 2 March 2015</td>
<td></td>
</tr>
<tr>
<td>Memory, Ageing &amp; the Brain (PSYL10095) (essay 90%)</td>
<td>4pm, Thursday 26 February 2015, Thursday 19 March 2015</td>
<td></td>
</tr>
<tr>
<td>Multisensory Integration (PSYL10097) (essay 100%)</td>
<td>4pm, Thursday 26 February 2015, Thursday 19 March 2015</td>
<td></td>
</tr>
<tr>
<td>Sentence Processing &amp; Psycholinguistics (PSYL10061) (essay 100%)</td>
<td>4pm, Thursday 26 February 2015, Thursday 19 March 2015</td>
<td></td>
</tr>
<tr>
<td>Tutorial Course (PSYL10090) (essay 2)</td>
<td>4pm, Thursday 26 February 2015, Thursday 19 March 2015</td>
<td></td>
</tr>
<tr>
<td>Emotions &amp; Emotional Intelligence (PSYL10098) (essay 100%)</td>
<td>4pm, Thursday 5 March 2015, Thursday 2 April 2015</td>
<td></td>
</tr>
<tr>
<td>Dissertation (PSYL10004)</td>
<td>4pm, Wednesday 11 March 2015, Marks are uploaded post January Exam Board and can be viewed on MyEd</td>
<td></td>
</tr>
</tbody>
</table>

If the date changes the class will be notified. All marks are provisional until confirmed by the Honours Exam Board in early June.

258 Marking Guidance
Psychology uses a '258' marking policy. This means that, in marking student work, we award a low (2) medium (5) or high (8) mark within each decile band of the scale. Thus, marks will end in 2, 5 or 8. This forces us to be more categorical about the merit of a piece of work, avoiding marks around the grade boundaries. This policy is based on External Examiner advice that any finer distinctions are unlikely to be meaningful. Similar policies are common in other Universities. The policy does not apply to pieces of work where there is mechanical marking scheme (e.g. multiple choice assessment, some methodology assignments). Marks that do not end in 2, 5 or 8 are possible when the mark reflects an average across multiple pieces of work (e.g. exams with more than one essay).

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

Querying Coursework Marks and Appealing
All coursework at honours level is first-marked by the supervisor or tutor and then moderated, with the latter process providing a check on marking standards. Once this has happened, marks are not appealable except under extraordinary circumstances, so there is no re-marking procedure. The purpose of any meeting that takes place with the supervisor or tutor is to
discuss the written feedback on the piece of coursework in more depth, not to negotiate a mark adjustment.

Re student appeals on coursework marks, these are only allowed under extraordinary circumstances. Please note that the moderation process provides a check for marking standards. There is also a second review stage when the external examiners review marking standards.

You should discuss the mark with your supervisor and personal tutor. If after this you are still unhappy, and the mark is confirmed at the exam board, you would need to use the formal university appeal procedure, but note that this process specifically excludes appeals based on disagreement with the academic judgement of the marker and moderator.

http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/academic-appeals

**Option Courses**
Because of the smaller class sizes, Year 4 lectures are often more interactive than lectures in previous years. Many lecturers arrange for students to take part in participatory activities during the classes, on which feedback will be given. In addition, lecturers welcome the opportunity to discuss the content of the course, and to give informal feedback on the student's ideas. This may occur during the lecture, at an appointment arranged by the student, or during office hours. Written feedback on assessments will be provided for those courses which are assessed by coursework. Information on the timing of this feedback is provided in the relevant course description in this handbook.

**Tutorial Course**
Tutorials occur in small groups, and are a good opportunity for students to receive advice and guidance from the member of staff. During the tutorials, students will give presentations and/or submit written work, and are encouraged to discuss general ideas arising from the content of the psychology course. These are responded to by the tutor, as well as by the other members of the tutorial group. Written feedback will be provided for the tutorial assessment.

**Exams**
An exam feedback session will also be arranged. The session for semester 2 Y3 exams will take place in October; this will provide you with the opportunity to look at your exam scripts and speak to staff about your feedback. The purpose of this event is to allow you to identify strengths and areas for improvement that you can work on. 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.

**Examination timetable**
Students are responsible for ascertaining their examination times. Examination timetables are published by Student Administration on their website http://www.ed.ac.uk/schools-departments/student-administration/exams/overview
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
Results for degree examinations will be available to students via the Edinburgh Student Portal (MyEd) in mid June but it is not possible to specify exact dates. Please do not telephone Student Administration or Psychology staff to ask for your results as University policy does not allow results to be given over the telephone. In cases of exceptional difficulty, you should consult your Personal Tutor.

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.

Grades
After the Honours Exam Board meeting in early June, you will receive marks for your dissertation and for each of your assessed courses via MyEd. In combination with the grade descriptors given in the University's Extended Common Marking Scheme, these grades give qualitative information about your performance.

Degree classification
Degree class is assigned by calculating the mean of marks of the individual courses, weighted by the number of credit points of each course. For single and combined honours degrees, this calculation is applied across Years 3 and 4 (so the two years carry equal weight). Where students have opted to take a Junior Year Abroad, their Year 3 credits will be given a zero weighting in calculating the degree class. For intercalated medical degree students, degree classification is based on the 120 credits taken in their one honours year.

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

16.1 This Section sets out the mechanism and grounds for appeal. For the purpose of this Section, “examination” is understood to include any written, practical or oral examination, continuously assessed coursework or dissertation which counts towards the final assessment.

16.2 Factors which may adversely affect a student’s performance in an examination or in assessed coursework over the year, such as personal illness or the illness of a close relative or partner, must be drawn to the attention of the Examiners in writing by the student as soon as possible and, in any event, before the meeting of the Board of Examiners. (See 9.11 to 9.13.)

16.3 A student may appeal against an examination result on the grounds of:

(a) substantial information directly relevant to the quality of performance in the examination which for good reason was not available to the examiners when their decision was taken. Ignorance of the requirement mentioned in paragraph (16.2) above to report timeously factors which may have adversely affected a student's performance, or failure to report such factors on the basis that the student did not anticipate an unsatisfactory result in the examination, can never by themselves constitute good reason; and/or

(b) alleged irregular procedure or improper conduct of an examination. For this purpose “conduct of an examination” includes conduct of a meeting of the Board of Examiners.
8. Thesis Guidance

8.1 Choosing a project

Students who enter Final Honours in September 2014 will be required to complete a project during the academic year. Normally, students are expected to work in pairs in the collection of data for their project, though the project write-up is done independently. (Combined Honours Cognitive Science and Sociology degree students have alternative arrangements if their thesis is not in Psychology). Combined Honours Sociology students who want to obtain Graduate Membership of the BPS should normally have a first supervisor in Psychology.

Members of staff nominate projects which they can supervise. A list of these was provided in May 2014 and can be found on the Psychology website: http://www.psy.ed.ac.uk/psy_students/undergraduate/course_handbooks.php

Information has also been circulated about the online sign-up board on which students post details of agreed project supervision so that the currently available supervisors and project spaces can be viewed. Students may also propose a project which they/they and a partner wish to conduct. However, before it can proceed, a supervisor must be found who is capable of supervising the project and advise on whether the necessary facilities are available in the department to allow the project to be completed.

Bear in mind the necessity of getting permission to use participants in schools, hospitals, business organisations, etc., and to get ethical approval for your study. If you need approval from an outside body the delays involved in these formal procedures are often considerable, and should be discussed with your supervisor and taken account of in planning. All projects must be approved by the School (PPLS) Ethics Committee. You can apply using the electronic form on the Psychology website: http://www.psy.ed.ac.uk/psy_research/research_ethics.php.

When you have a project to propose or have identified topic(s) that are of interest, then consult staff who could act as supervisors. Supervisors outside the department may be approached for help and advice, but a supervisor from the teaching staff in Psychology must be found to be Joint Supervisor. Projects involving joint supervision outside psychology need to be approved by the Y4 course organiser, with a project outline and supervision plan agreed prior to the thesis title submission deadline. (Joint Honours students may have a supervisor in their other department, but again they must find a Joint Supervisor in the Psychology Department). When your project and supervisor have been arranged, you must post the title of your project and the name(s) of your supervisor(s) in the Psychology Honours drop box located in the Dugald Stewart Building by 4.00pm on Thursday 2 October 2014.

In Semester 1 there will be an opportunity for feedback on the design of the dissertation. Students will make and present a poster describing the planned dissertation research, and will receive feedback from staff and exchange feedback peer-to-peer with other students. The date for the poster session will be Wednesday 26 November 2014. There will be a short talk in early October describing how to produce posters, details of which will be emailed to you nearer the time. Posters must be submitted in electronic form approximately 3 weeks ahead of the poster session, at a date to be advertised, to allow time for printing. The posters will not count towards the assessment.

8.2 Submitting your thesis

TWO bound copies of the thesis must be submitted in the Honours box in the PPLS Undergraduate Teaching Office (Room G.06, Dugald Stewart Building) by the deadline of 4.00pm on Wednesday 11 March 2015. An electronic copy must also be submitted by the deadline via Turnitin, the plagiarism detection software. A link to Turnitin will be available via Learn. The electronic submission allows us also to check the exact word count. This will also link directly to Edinburgh Research Archive (see 8.9)
Students should be aware that it is University policy to deduct 5 marks from the final mark for each working day that you are late with submitting your dissertation and that after 5 days the work will be awarded a mark of zero.

The submitted thesis is part of the degree examination, and it will contribute to the determination of the degree awarded. This deadline is therefore firm, and only under very exceptional circumstances will the Course Organiser (in consultation with the Convenor of the Board of Examiners) agree to an extension for which permission must be sought in advance. You should be aware that for your degree to qualify for accreditation by the BPS, it is essential to obtain a pass mark for your dissertation.

As the second marking of your dissertation will be anonymous, you must submit one copy without your name on the title page. Instead you should include on the title page your exam number, along with the name of your supervisor(s).

The thesis must not normally exceed 8000 words (approximately 24 pages of single-sided A4, double spaced, 12 point font). This limit does not include the text of the abstract, references, tables or figures. Discourse analysis extracts are also not included in the word limit. Where it is desirable, for completeness, to include full sets of stimulus material, lengthy descriptions of procedure, or computer analyses etc., which would take the thesis above this limit, these should be put in an appendix. Material in the appendix will not necessarily be read by the examiners, and so it should not be used for evidence which is essential to the argument of the thesis. Your thesis should be your own piece of written work, even in a collaborative project; supervisors may provide comments on a draft of all sections of your thesis except the Abstract and Discussion.

In using computers (eg to store data and to word-process your thesis), you are strongly advised to ensure that you back up your work adequately. Also, in case you encounter last minute computer or printer problems, you should have a draft copy of your thesis available well before the deadline. This copy should be identical in text to the final copy (ie it may differ only in format or in minor typographical respects). Further details regarding submission criteria will be circulated in due course to the course secretary.

8.3 Feedback policies and procedures
Your supervisor will be available for guidance and advice on your thesis work, and it is expected that you will hold regular meetings with him/her, at which you will receive informal feedback on progress in your project.

There is an opportunity for feedback on the design of your dissertation at the poster day in Semester 1. You will make and present a poster describing the planned dissertation research, and will receive feedback from staff, and exchange feedback peer-to-peer with other students. The posters will not count towards the assessment.

Your supervisor will also give formative written feedback on ONE written draft of your thesis, which must be submitted by three weeks prior to the dissertation deadline at the latest. The feedback will cover the Introduction, Methods and Results sections. The form of this feedback will depend on the student, the project and the supervisor. Supervisors may offer advice on writing academic English, but they will not proof-read your dissertation. Feedback will NOT be available on the Discussion section or Abstract, and will not be available on more than one draft of the thesis. Please allow two weeks from the submission of your draft to receive the feedback.

The thesis report is worth 90% of the mark for the dissertation project. It will be marked by two independent markers, the first of whom will be your thesis supervisor. The second marker will mark your thesis anonymously (he/she will not know your identity). The other 10% of the mark
for the dissertation project will be for your work on the project. This mark given by your supervisor will reflect independence, contribution and own initiative in any aspect of the project. A copy of the report form is below; note that not all criteria will apply to all projects. Excellent project work and student-led research can be done on pre-specified as well as student-designed projects. Excellent project work does not mean not asking questions: to know when to seek help from others, and whom to approach is an important characteristic of a successful research worker. Once you have graduated, you will be entitled to receive a summary of the markers’ comments and supervisor report.

8.4 Thesis marking

PSYCHOLOGY 4 THESES 2014/2015

SUPERVISOR’S REPORT

Supervisor’s name: _______________________________________________________
Student’s exam number __________________________________________________

Suggested criteria for assessment

NOTE: these guidelines are suggestions, and not all criteria will apply to all projects. Excellent project work and student-led research can be done on pre-specified as well as student-designed projects.

- **Contribution to literature search**: How much did the student find their own background material for the project, and/or conduct literature search around initially provided references?

- **Contribution to experimental design & methodology**: How much did the student contribute to the formal design, the operationalisation of key concepts, the formulation of hypotheses, and/or the generation of a data analysis strategy?

- **Technical competence**: How independent was the student in executing the study? How well did he or she organise and prepare materials, communicate with and collect data from participants, and/or manage the data collected?

- **Quality of data analysis**: How much did the student contribute to the data analysis and statistical procedures (if applicable)?

- **Quality of discussion**: During the course of the project, how insightful was the student’s discussion of the study’s aims, design, methods and results? This may often involve asking questions and seeking appropriate help.

<table>
<thead>
<tr>
<th>Mark (please assign a mark between 1 and 10):</th>
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<tr>
<td>Supervisor comments:</td>
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</tbody>
</table>

Marker’s signature ………………………………………………………………………..
THESIS GRADE AND COMMENT SHEET (2014/2015) (will be seen by student)

Exam number: ______________

Supervisor: ____________________________________________________________________

OVERALL GRADE

The overall grade takes into account the quality of the separate sections and the dissertation as a whole piece of work. The quality of the Methods and Results sections are weighted more highly than the Introduction and Discussion.

Each section is allocated a grade (A – H) based on the Extended Common Marking Scheme, applying the guidelines below.

<table>
<thead>
<tr>
<th>Section Grade</th>
<th>Section Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Background and literature review</strong></td>
<td>Does this section give an appropriate background to the study? Is it critically argued, presenting important information about methodology and implications of previous studies, supported by citations? How compelling is the rationale for the present study: do the research questions and/or hypotheses follow logically from the literature reviewed?</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
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<tr>
<td><strong>2. Methods</strong></td>
<td>Is the methodology reasonable given the constraints on student projects? Are the methods similar to other research in the field, or are deviations from the norm clearly justified? (Or indeed, 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 analyses appropriate to the topic (i.e., do they test the chosen hypotheses or research questions)?</td>
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<tr>
<td><strong>Comments</strong></td>
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<tr>
<td><strong>3. Results</strong></td>
<td>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?</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
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<tr>
<td><strong>4. Discussion</strong></td>
<td>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?</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Overall</strong></td>
<td>Is the thesis well laid out? Is there one standard style of referencing followed, and is it applied consistently throughout? Is the reference section complete?</td>
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**8.5 Writing your thesis**

The Psychology Final Honours Thesis should be your own individual piece of work, even if you have done the project collaboratively. Your supervisor can comment on your Introduction, Methods and Results sections, but not on your Abstract or final Discussion - this should be your own unaided work.

Do not hope to earn marks through quantity rather than quality, and remember that the difference between the Final Honours Thesis and your Third Year Literature Review is that in the thesis the important element is your own research rather than your evaluation of research by other people. You need to demonstrate that you can move on from summarising the literature to design a study of your own that can answer questions that stem from this literature-survey, that you can conduct the study successfully (dealing with any problems and challenges - including the administrative ones of liaison).

1. Try to choose a TITLE which is short and to the point, rather than a long one. In March, you can alter the title that you submitted in Semester 1 if the new version will fit better or simply be snappier.

List on the TITLE PAGE the names of your partner(s) in the project, your supervisor(s) and anyone else who has materially helped in the design, execution and analysis of the work, so that it is clear what is your own work.

2. The ABSTRACT should be brief (300 words maximum). Some commentators now believe that asking for structured abstracts (with subheadings, e.g., Objectives / (Design) / Methods / Results / Conclusions) encourages the writer to sharpen up the composition and conveys more information. But this scheme is not yet widely used in journal abstracts, and for the present it is enough to make sure you cover each of these points where appropriate - but be succinct!

3. The INTRODUCTION should be short (say, 1500 to 2000 words) and you should focus on those sections of the literature that are most relevant for your particular project rather than reviewing the whole literature. It usually helps to end the introduction with a paragraph or section on 'The Present Study' (you may even separate this out with a sub-heading) which spells out what you intend to do in your study and why. This section should make clear to the reader the point of your piece of work, and the logic behind the design of your study, and springboard them into the Methods.

4. The METHODS section should not be a slavish transplant of the kind of methods sections you wrote in second year practical reports: look at the range of methods sections in published papers in the area you are working in to see what is essential and what is optional. If procedures are well known or standard, you can get away with a short description or reference, but if you have invented your own techniques describe these succinctly but in full. You may want to write the methods and results in parallel, to see which points about the design and statistics can be explained better in the methods and which can be explained better in the results. If you are collaborating with someone else on your project, do not use a co-written Methods section, even if you will say very much the same things. It is essential also to include a statement reporting the study’s ethical approval, including the name of the body (or in some
case bodies) giving approval, and any reference number/s. All projects must be approved by the School (PPLS) Ethics Committee (http://www.psy.ed.ac.uk/psy_research/research_ethics.php).

5. The RESULTS section is one of the most important, so allocate a due amount of time for writing it up. It helps if you have worked out how you are going to analyse the data before you embark on the study (but the situation can usually be rescued, even if you have not, providing that you have used a straightforward design). Because of the diversity of Honours Thesis topics, it is difficult to lay down firm guidelines for the analysis - the guide must be what would be acceptable in an up-to-date publication in the relevant area. Exploratory data analysis is an important precursor to good statistical analysis. Think about your data before you dive into the analysis, and decide how you can best present or summarise it (e.g., Figures vs. Tables) so that the reader can understand the important features before you get down to hypothesis testing, etc. Different studies will demand different approaches, so be aware that you are trying to demonstrate that you know what would be appropriate in a published piece of work - choose a statistical analysis appropriate in kind and level of complexity (speak to your supervisor), and show that you are aware of the complications of post-hoc and multiple testing, etc. (For example, many publications now report a Bonferroni adjustment to the critical P value if they are going to carry out statistical tests across a number of different measures; in the past, some honours students have been so delighted to find that even one comparison, out of 20+ made, "was significant at P=0.05" that they disregarded the possibility that this might be the one in twenty that would reach this level by chance). Remember that analyses of the effect sizes or of the power of your study may be necessary to understand the importance of any significant or non-significant results. If you are collaborating you will want to discuss the results with your partner - but you must write your Results sections independently.

6. The DISCUSSION is also arguably a critical section in showing your own critical thinking and evaluation of your results in the light of your hypotheses. It can cover: (a) what you have discovered or achieved, and how this relates to results already in the literature, (b) strengths and weaknesses of the current study (and of any that have gone before), and (c) where now? i.e., it can suggest the next questions to be tackled in research stemming from your work. Always try to be brief and to the point - this is a discussion of what you have achieved, not a free-floating essay. Your supervisor is not allowed to comment on your discussion section, and should not see it until the thesis is being marked. A good article on how to structure a Discussion is by:
and this can be obtained at: http://www.bmj.com/cgi/content/full/318/7193/1224
but remember that what is appropriate for a medical paper may not work as well in a fourth year thesis reporting a project involving discourse analysis or psychophysics, so treat their suggestions as hints rather than stipulations. The best place to look for inspiration is published articles in a field similar to that of your dissertation project, particularly in journals with papers of a similar length.


8.6 Technical Support for Theses
Technical support is available for your thesis work. In the first instance, please consult with your supervisor about the technical requirements of your chosen project. There will also be workshops available for students wishing to learn to use stimulus presentation software packages E-Prime and Open Sesame. Information about these will be circulated via email. If
you require further information, or you need assistance with any matter relating to labs, equipment or software, please contact the department's technical support team on psych.support@ed.ac.uk

8.7 Procedures for honours projects involving school-children
Where students are seeking to conduct research projects in schools within the City of Edinburgh and the Lothians, there is a formal procedure that should be followed. Students should first discuss their projects with their supervisors after which the supervisor (not the students) should make a first informal approach to the relevant schools by phone or letter. At this stage the supervisor can make it clear that all projects are subject to local ethics vetting and that the students would be following through by sending the school copies of their supporting documents (see below).

If the head teacher is willing to proceed, then the students should send a brief summary of the proposed study, including an estimate of the time required for testing sessions; the age and number of children required for the study; the timescale of the project and an indication of what may be required by way of testing space and tables, electrical sockets, etc. They should also enclose a copy of a letter for gaining parental permission, and a copy of their Disclosure Scotland forms.

Note that the school may also ask students to fill out their own forms for testing approval. These procedures apart, all students should also consult the guidelines for testing children and vulnerable adults by following the link to “Testing children” in the local-only access from the Psychology Department homepage and comply with all relevant instructions.

8.8 Public Availability of Dissertations
From 2005/6, the School of Philosophy, Psychology and Language Sciences at the University of Edinburgh will keep an electronic copy of your Honours dissertation for use in teaching or research in the Philosophy/Psychology Library, 7 George Square. The Freedom of Information (Scotland) Act 2002 requires the University to make available to any enquirer any information held by the University, unless one of the legislation’s narrowly defined exemption applies. Information contained in your dissertation will be made available to any enquirer unless you indicate that it should be withheld.

8.9 Edinburgh Research Archive (ERA) www.era.lib.ed.ac.uk
ERA is a digital repository which showcases the research output from the University of Edinburgh to the world. This online repository contains full-text PhD Theses, MSc dissertations, book chapters, journal pre-prints and peer-reviewed journal reprints. Most of the content is available to download, and indexed by the major search engines (Google Scholar, Yahoo) which give material from ERA a higher ranking in their search results.

Putting peer-reviewed scientific and scholarly literature on the internet, and making it available free of charge and free of most copyright and licensing restrictions, removes the barriers to serious research. The School of Philosophy, Psychology & Language Sciences has its own closed collection in ERA for dissertations.

To put your research online you can do so by submitting through Turnitin in Learn where it will be automatically uploaded into ERA.

If you have any questions or need a hand, please send email enquiries to: era.admin@ed.ac.uk

8.10 Ethics Committee Submissions (Convenor, Dr Catherine Gale)
Ethics and student projects
All psychologists doing research involving human subjects are required to ensure their projects conform to British Psychological Society ethical guidelines. Researchers therefore submit their proposals to independent ethics committees for review.

In accordance with this, all staff, postgraduates and final honours students carrying out projects are required to submit information about their research projects to the Psychology Ethics Committee. The Ethics Committee will review your proposal and will, usually, either (1) approve it as it stands or (2) ask you to clarify things or make adjustments to your protocol before your study can go ahead. It is important that you submit your proposal as soon as your study design has been agreed by your supervisor, so that your data collection phase is not delayed by not having approval from the Ethics Committee.

8.11 Preparing your project proposal for the Ethics Committee
Ethics applications are to be completed online here: http://www.psy.ed.ac.uk/psy_research/research_ethics.php either by yourself and/or your supervisor (ask your supervisor what s/he would like you to do). If you complete the application, your supervisor will be required to sign it too. Make sure that all required signatures are in place, as the application will not be considered submitted by the system if any are outstanding. If your project has already been submitted to an external committee, such as Lothian Health, please indicate on the application that you have gained approval elsewhere, and hand in a copy of your approval letter with your ethics application. Along with your submission, you must include copies of any material you are planning to hand out to your participants – e.g., questionnaires or information sheets. This is important so that the Committee can see exactly what your participants are being told and what they are being asked to do. Approval can take as long as 2-3 weeks, so plan accordingly. You will receive the Committee’s response by email. If you do not receive any response at all within a few days, check the system to be sure that you application has been fully submitted.

Health and Safety
Students are required to follow the health and safety rules for the department at all times. This means you are required to design your study so that you are not breaching these rules. See your Health & Safety handbook for the current guidelines on personal safety and times you are allowed to see participants in the psychology building.

Studies with children
Studies involving children may encounter significant delays because of the additional requirements regarding Disclosure Scotland. Your project supervisor will advise you on this process.

Wider information on Ethics
It is expected that you will be familiar with, at minimum, the BPS ethics guidelines, which can be consulted on the BPS’s website: http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards
8.12 Psychometric Tests
Many students will wish to use psychometric tests in their research projects. Psychology houses 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

9. PPLS Undergraduate Student Handbook
The PPLS Undergraduate Student Handbook has more information on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments, and useful sources of advice.
http://www ppls ed ac uk/students/undergraduate/documents/PPLS Student Handbook_FINAL.pdf

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

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

11. Useful Information
11.1 British Psychological Society Accreditation
The Single and Combined Honours degree programmes in Psychology which are listed below are accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership (GBC), provided the minimum standard of a Lower Second Class Honours is achieved, in addition to successfully completing the research project (Year 4 Dissertation in Psychology). This is the first step towards becoming a Chartered Psychologist. If you intend to practice as a professional psychologist, you first need to obtain an undergraduate degree that confers eligibility for GBC. Then you would need to undertake further training in the form of a relevant postgraduate degree and supervised practice before you would be eligible to become a Chartered Psychologist and to work independently as a psychologist. For further information, see:
http://www bps org uk/careers-education-training/accredited-courses-training-
programmes/accredited-courses-training-progra

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

Single Honours
MA (Hons) Psychology
BSc (Hons) Psychology

Combined Honours
MA (Hons) Psychology & Business Studies
MA (Hons) Psychology & Linguistics
MA (Hons) Philosophy & Psychology
MA (Hons) Sociology & Psychology
For Single Honours degrees, all standard pathways, as specified in the relevant Degree Programme Table (DPT), are accredited. For Combined Honours degrees, accreditation is conditional on students taking the Year 3 Methodology 1 and Methodology 2 courses, Dissertation in Psychology (Year 4) and a selection of 3rd and 4th year courses which cover all 5 of the following core areas of Psychology:

1. Cognitive Psychology
2. Biological Psychology
3. Social Psychology
4. Developmental Psychology
5. Individual Differences

The degrees of students who spend their Junior Honours Year abroad do not automatically confer eligibility for Chartered Membership of the BPS. However, such students may apply to the BPS for GBC on an individual basis, after graduation (on payment of the relevant BPS membership fee). If you are considering doing this, it is important that you select honours level courses to cover the 5 core areas, and courses equivalent to Y3 Methodology 1 and Y3 Methodology 2 (qualitative component). On your return, in final year, you must cover the remaining of the 5 core areas you did not cover abroad, with a maximum of 3 core areas covered abroad being allowed to count.

Most ERASMUS destinations do not, understandably, offer Qualitative Methods courses taught in English. Therefore, students returning from ERASMUS exchanges should take Y3 Methodology 2, unless they have taken a qualitative methods course in the host language. Some ERASMUS destinations (University of Amsterdam and Complutense University of Madrid) do not, at the moment, offer advanced Quantitative Methods courses taught in English, and students returning from these destinations should, in addition, take Y3 Methodology 1. Both quantitative and qualitative methods courses should be freely available to International Exchange students in English-speaking parts of the world. In all cases, exchange students should consult with the International Co-ordinator at their destination, as well as the Exchanges Co-ordinator here in Edinburgh, when selecting courses and finalising your Learning Agreement. Note that up to 20 Edinburgh-equivalent (10 ECTS) credits may be taken in outside courses.

The following honours degree programmes are not accredited as conferring eligibility for GBC:

Psychology (BMedSci Hons)
Cognitive Sciences (Humanities) (MA Hons)
Cognitive Sciences (BSc Hons)

11.2 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.
11.3 Research Seminars
The series of departmental seminars should be regarded as a valuable way to get an overview of areas of psychology not covered in your 4th year options. This will be particularly important for single honours students in the General Paper. Final honours students are expected to attend a reasonable number of seminars each semester – details will be emailed to you in advance of each seminar.

11.4 Prizes
The Drever Prize (currently £200) is awarded to the best overall student in any Psychology degree programme.

The Robert Sproat-Birch Prize (currently £80) is awarded to an academically distinguished student, ideally with a record of helping others through voluntary activities or other good works at some stage in their degree, or immediately thereafter.

The Gillian Birrell Memorial Prize (currently £100) is awarded to the best undergraduate psychology dissertation on a topic which is related to health or to individual well-being. In the event of there being no suitable candidates, it is awarded instead to the best dissertation in the broad field of applied psychology.

The BPS Prize is awarded to a student with the highest overall grade on graduation. The student wins the BPS’s Book of the Year, a certificate, and one-year’s free membership of the society.

11.5 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 Main Library Building.

And specifically for Psychology students
- Your own careers blog http://pplscareersblog.wordpress.com/ - regular postings relevant to PPLS students, to inform and inspire
- regular bookable appointments for PPLS students only, for quick career queries, in DSB/7 George Sq, (in addition to those available at the Careers Service) - look out for the emails advertising these sessions
- dedicated Psychology careers pages www.ppls.ed.ac.uk > psychology > undergraduate. Be inspired by:
- case studies of recent psychology graduates
- the Psychology Student Employability Guide - careers, career-planning and case-studies in the psychology professions and beyond
- your options with a Psychology degree and more

11.6 Psychology Building information

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

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

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

First aid
Psychology has several university-trained First Aid officers, whose name and telephone numbers are displayed on notices throughout the building. The First Aid room is based in G20, with a fully stocked First Aid kit.

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

Out of Hours Working (all staff, postgraduates, students)
Monday to Friday - 8.00am-5.30pm (servitor cover during these hours)
Monday to Friday - 5.30pm-9.00pm/Saturday and Sunday - 9.00am-9.00pm (no servitor cover during these hours)
Vacate the building by 9.30pm
Front gate locked by university Security at 10.00pm each evening.

**Building entry after hours**
Staff and postgraduates holding a university staff card and undergraduates (3rd and 4th years only) holding a valid matriculation card which allows access to the building, may do normal work in offices, computer labs and the library out of hours. The Late Working book (kept by the entry door) should ALWAYS be signed on entering and leaving the building.

**Research work after hours (Non-Participants)**
*(All staff researchers, postgraduates, students)*
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)**
*(All staff researchers, postgraduates, students)*
Before any research work using participants is carried out within the department, the relevant ethical permission must be obtained. If the researcher is testing participants out of hours, then the following rules must be followed:
1. No participant may be admitted to the building less than one hour before the end of working hours. Thus, the last participant access is 8 pm.
2. Visitors and participants must be signed into the Visitors book on arrival, and signed out on exit.
3. Participants must be escorted from the building by the researcher (i.e. the researcher must witness them leave the building).
4. If participant payment is offered, researchers should keep no more than one payment in the testing room. This is to minimise vulnerability to financial theft.
5. It is strongly recommended that researchers testing participants after hours should not work alone, but should work in pairs or groups, to minimise personal vulnerability.

**Security Checks**
The University Security Staff have the authority to ask the identity of persons found in the building outside normal working hours and to check this information against entries in the Late Working book.

**11.7 Tier 4 students - STUDENTS ON A TIER 4 VISA**
As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal responsibilities, including monitoring your attendance on your programme and reporting to the Home Office where:

- you suspend your studies, transfer or withdraw from a course, or complete your studies significantly early;
- you fail to register/enrol at the start of your course or at the two additional registration sessions each year and there is no explanation;
- you are repeatedly absent or are absent for an extended period and are excluded from the programme due to non-attendance. This includes missing Tier 4 census points without due reason. The University must maintain a record of your attendance and the Home Office can ask to see this or request information about it at any time;

As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):
• Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;
• **Attend all of your University classes, lectures, tutorials, etc where required.** This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations. If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.
• Make sure that your contact details, including your address and contact numbers are up to date in your student record.
• Make satisfactory progress on your chosen programme of studies.
• Observe the general conditions of a Tier 4 General student visa in the UK, including studying on the programme for which your visa was issued, not overstaying the validity of your visa and complying with the work restrictions of the visa.

Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found in the “Downloads” section at [www.ed.ac.uk/immigration](http://www.ed.ac.uk/immigration)

Information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at the International Office, 33 Buccleuch Place, Edinburgh EH8 9JS

Email: [immigration@ed.ac.uk](mailto:immigration@ed.ac.uk)
12. Extended Common Marking Scheme

Psychology uses a ‘258’ marking policy. This means that, in marking student work, we award a low (2) medium (5) or high (8) mark within each decile band of the scale. Thus, marks will end in 2, 5 or 8. This forces us to be more categorical about the merit of a piece of work, avoiding marks around the grade boundaries. This policy is based on External Examiner advice that any finer distinctions are unlikely to be meaningful. Similar policies are common in other Universities. The policy does not apply to pieces of work where there is mechanical marking scheme (e.g. multiple choice assessment, some methodology assignments). Marks that do not end in 2, 5 or 8 are possible when the mark reflects an average across multiple pieces of work (e.g. exams with more than one essay).

http://www.ed.ac.uk/schools-departments/student-administration/exams/regulations/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>
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<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>
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<tr>
<td>G</td>
<td>10-19</td>
<td>Bad fail</td>
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<td>H</td>
<td>0-9</td>
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</tbody>
</table>

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. 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.

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