

The School
of
Psychology



SCHOOL OF PSYCHOLOGY

HONOURS HANDBOOK

2011-2012

Honours Handbook 2011-2012

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The information contained in this document is, to the best of the author's knowledge, correct at the time of writing. Any changes to what is contained here will be updated on the web, advertised to students via announcements in classes, notice boards, email and, if necessary, in writing to individual students. **Please remember that it is each student's responsibility to familiarize themselves with all relevant rules and regulations in the University.**

1.ADVISING

University Information

Advising is the process by which students are assigned to modules which lead to the award of a degree. Students are required to pre-advise through the web at <http://www.st-andrews.ac.uk/students/> and will be advised at the beginning of each session.

CHANGES OF MODULES

University Information

Students may re-advise in the first two weeks of each semester but must do so by seeing an Adviser of Studies to validate any change of modules. Any request for a module change after the end of the Friday of the second week of the semester must be made to the relevant Pro Dean, who alone can make module changes. Late withdrawal from a module requires the permission of the School or Department which teaches the module and the agreement of the relevant Pro Dean.

WITHDRAWAL

University information

If you are thinking of withdrawing it is vital that you make an appointment to speak to the relevant Pro-Dean at the Student Academic Management and Support Office in the Old Union Reception. The Pro-Dean will advise you of the various options for withdrawal, conditions that may be placed on any subsequent return to study, and any financial implications which may be involved in the proposed course of action. The Pro-Dean will also help you to complete the necessary paperwork.

USE OF LIBRARY AND COMPUTER FACILITIES

University information

For information on use of the University Library and Information Services, please see <http://www.st-andrews.ac.uk/library/>

1. HONOURS TEACHING (2011-2012)

1.1 AIMS OF THE PROGRAMME

We aim to provide a high quality, distinctive education in Psychology. Our Honours programme takes the subject to the frontiers of current knowledge in a broad range of areas, especially those in which the School has an international research reputation. In this way we capitalize on the many successful research programmes that have led to the School's success in gaining the highest levels of external research grading. Our research programmes inform our Honours teaching to produce stimulating teaching and contemporary training in Psychology.

Teaching at Honours deals with the principal contemporary theories and research findings in Psychology across its major content areas, together with an understanding of the scientific approach to Psychology. Although aspects of applied Psychology are integral to the curriculum, we do not seek to provide a specifically vocational training in Psychology. Rather, our goal is a good and rounded understanding of the normal functioning of mental and neural processes, providing a solid foundation for a range of postgraduate vocational courses (such as clinical or forensic Psychology) – see British Psychological Society website for further details. We therefore equip our students with the skills required to pursue research and to understand the theories that govern research in Psychology.

We also aim to develop a number of transferable skills that will serve graduates in a wide variety of alternative occupations. Important among these are abilities to analyse critically empirical claims; to write clear, well-structured and argued reports; to work effectively in groups requiring oral communication and collaboration; and to be conversant with and utilize a range of software and information technologies.

1.2 *OBJECTIVES*

Junior Honours (JH) The main objectives in the JH year are:

- (i) To consolidate an understanding of the principal areas of modern Psychology at an advanced level, such that they will be in a good position to make informed choices of specialist options in the SH year. Through team-taught modules it is intended that students will develop an appreciation of different approaches to several broad areas of Psychology and yet also perceive links between them.
- (ii) To encourage independent study via a dissertation (module PS4040), supervised by a member of staff, reviewing a particular area of Psychology.
- (iii) To develop methodological skills to an advanced level where students can pursue their own research projects.
- (iv) To bring methodological skills to an advanced level where students can pursue their own research projects in SH.

Senior Honours (SH) The main objectives of the SH year are:

- (i) To develop the ability to offer critical appraisals of work in specialist areas in which students are most interested through participation in seminar-based courses;
- (ii) To develop the ability to conduct research in Psychology through the completion of a research project and report (module PS4050);
- (iii) To develop the ability to integrate their knowledge of Psychology across the various areas of the discipline through an unsupervised dissertation in SH (module PS4060).

1.3 DEGREES

1.3.1 *Single Honours Degree*

In order to graduate with any Honours degree from St. Andrews University, students must accumulate 240 credits in total during their two years of Honours study. The Single Honours degree in Psychology requires accumulation of at least 210 credits from PS3021 – PS4088, including PS3021, PS3022, PS4050 and PS4060. The final 30 credits can be made up of more Psychology modules, or students may choose to dip across (that is, to take up to 30 credits of Honours modules in other subjects for which they are appropriately qualified). If students dip across, these modules must be passed, and the marks awarded will be taken into account in the determination of the final degree classification. Students should consult their Advisor of Studies in Honours Psychology for more information about this option. Although the School normally allows students to dip across, it may not always be in your best interest to do so. Exceptionally, and only with prior approval from the Director of Teaching (Dr Gerry Quinn: jgq in semester 1 or Dr J Gomez email: jg5 in semester 2), permission may be given to dip down (that is, to take sub-honours modules in other subjects). In this case, the modules must be passed, but the grades will not count towards their final degree classification. This is permitted only in unusual circumstances where a compelling case for academic benefit is made.

The St Andrews single Honours degree in Psychology is recognized by the British Psychological Society as providing the Graduate Basis for Registration with the Society. This is an important consideration for students wishing to pursue a career in any branch of Psychology but especially those interested in applied areas such as educational, clinical or forensic.

1.3.2 *Joint Honours Degree*

Joint Honours degrees are available with the following subjects: Art History, Biology, Computer Science, Economics, English, French (with a possible Integrated Year Abroad), Geography, German (with a possible Integrated Year Abroad), International Relations, Italian (WIYA only) Linguistics, Film Studies, Management, Mathematics, Mediaeval History, Modern History, Philosophy, Social Anthropology, and Theological

Studies. Psychology can be taken with Biology, Geography, Film Studies, Linguistics, French and Spanish. The Honours Advisor's of Studies can provide more information about weightings and permitted combinations.

For a Joint Honours degree to be recognized by the British Psychological Society as providing the Graduate Basis for Registration, the degree programme must contain at least 130 credits in Psychology modules. These are: PS3021, PS3022 (Research Design and Analysis I & II); PS3037 (Perception) or PS3038 (Cognition); PS3035 (Cog & Behav Neuroscience) or PS3036 (Evol and Compar Psychology); PS3031 (Conceptual Issues) PS3033 (Developmental Psychology), PS3034 (Social Psychology), PS3032 (Assessment in Clinical Psychology), PS4040 (Psychology Review) and PS4050 (Psychology Project).

1.3.3 Neuroscience Degree

The School of Biology administers the Neuroscience degree programme with the School of Psychology contributing a proportion of the teaching to this degree programme. In the Junior Honours year, students work exclusively in the School of Biology. In the Senior Honours year students take further modules in the School of Biology, plus third level Psychology modules: PS3035 (Cog & Behav Neuro) and PS3032 (Assessment in Clinical Psychology), and normally PS3037 (Perception) or PS3038 (Cognition) At the fourth level, two of the following: PS4066 (Neural Modelling - 15 credits), PS4071 (Behavioural Neuroscience - 15 credits). This programme delivers 140 credits of taught modules in the School of Biology and 60 credits in the School of Psychology. In addition, students must complete an empirical project in either the School of Psychology or the School of Biology. If you choose to undertake a Psychology project you will do modules PS4050 (Psychology Project - 30 credits) and PS4060 (Psychology Essay - 15 credits). In the School of Biology students take BL3905 (Research project - 45 credits).

1.4 JUNIOR YEAR ABROAD

Students have the option to take their Junior Honours Year abroad - typically at a North American University. Studies at other universities must be approved in advance by the School of Psychology at St Andrews. At the overseas university, students must take courses equivalent in content and standard to the full JH year's work in St. Andrews so that, on entering Senior Honours here, they are properly prepared. The Honours Advisor of Studies concerned with this issue Dr M Oram: mwo will help to organise course selection and maintain contact by email. Marks awarded for work at the overseas University are translated into St Andrews grades early in Senior Honours so that students can approach their final year just as they normally would - fully informed about their progress to date. The selection of students to take part in the JYA Programme takes place in second year.

Just as St. Andrews sends a number of students abroad each year, so we receive students from a variety of other Universities (see Section 1.5 Non-Graduating Students).

1.5 NON-GRADUATING STUDENTS

None of the rules that govern module choice for graduating students apply to non-graduating students: you can pick modules from any First Year, Second Year and Honours Psychology level modules with the agreement of your Advisor of Studies. However, you cannot combine modules at random: you should take either sub-honours modules (first and second year modules) or Honours modules (third and fourth year modules). Your Advisor of Studies will help you choose suitable courses.

1.5.1 Choosing sub-honours modules

You can take any of the four Psychology sub-honours modules – the first year modules, PS1001 and PS1002, or the second year modules, PS2001 or PS2002 - with a wide range of other modules in Arts or Science Faculties where timetabling permits. Some of these subjects (such as Scottish History, Mediaeval History, Logic and Metaphysics) may be unavailable at other universities and are therefore popular choices.

1.5.2 Choosing Honours modules

Whilst you are here you become one of our Honours Class for the year and as part of the School are encouraged to get involved in all of the School's activities. You will be able to take a wide range of modules, provided that you have the appropriate prerequisites.

1.6 JUNIOR HONOURS MODULES (2011-2012)

Single Honours students normally take these modules in their JH year. However, students taking joint degrees, the Neuroscience degree, or non-graduating students may need to take them in their Senior Honours year because of timetabling constraints. Please note that the details (semester of module, prerequisites, assessment and credit ratings) are correct at the time of writing but details can change. The Honours Course Controller (Dr Gerry Quinn, email: jgq) will inform you of any such changes as and when they occur.

1.6.1 Psychology Review (PS4040, Dr G Quinn)

This review is designed to foster the abilities needed to search, collate and integrate an extensive area of psychological literature. The review is limited to 5000 words, including an abstract of not more than 200 words. The word limit is exclusive of reference list / bibliography, tables, figure legends or appendices.

Emphasis will be placed on analytical and methodological issues, and a systematic approach to the analysis of a specific body of literature is encouraged. A list of supervisors will be circulated at the start of the academic year. Students are invited to identify preferred topics so long as this falls within the area of the supervisor's expertise. The module is year long. However, we would encourage you to organise your workload so that the work for the review essay is completed within one semester (to reflect the fact that PS4040 is worth only 10 credits – you should not be spending the whole year writing this review). To this end, students can expect to have supervision for one semester only. Students will be asked by their supervisor to state a preference for which semester they wish to receive supervision and feedback on a plan and draft

essay. This will be strictly adhered to. Choice of semester may, however, be limited by Research Leave.

Supervision is limited to the following areas: (i) advice in identifying topics for investigation and guidance in searching the literature; (ii) discussion of an outline plan for the dissertation before you begin writing; and (iii) careful reading and written comments on one full first draft only. Supervisors are not allowed to read multiple drafts of reviews. To get the best help from your supervisor, you are advised to submit the first draft word-processed and as polished as you can make it. Remember that supervisors will also have other demands on their time. You will get more help if you respect this and do not expect instant feedback on demand. Make sure a timetable is agreed, particularly concerning when you will be submitting first drafts and expecting feedback in good time for final revision and submission by the deadline. In general, you should expect to receive feedback on submitted draft work within a week if you give it to your supervisor on the previously agreed date.

1.6.2 Cognitive & Behavioural Neuroscience (PS3035-Dr I Jentsch)

This module aims to provide an understanding of psychological knowledge in several inter-related domains concerned with the biological bases of behaviour. Emphasis will be laid on basic experimental science from analysis of molecular and synaptic events, single cell studies, brain activity scans, and clinical studies, and the relationship between cognitive, emotional, behavioural, neurological and physiological processes will be examined.

Semester 1
Teaching 9-11 am Tuesday lecture; 2-5 p.m. Tuesday laboratory class or research seminar
Assessment Examination of 1.5 hrs
Credits 10

1.6.3 Conceptual Issues & Theoretical Perspectives(PS3031 ,P Gardner)

This module addresses the historical and philosophical background to current debates in psychology. The module will be taught via lectures and seminars including student presentations. Emphasis will be placed on the development of critical analysis of alternative models and levels of explanations of behaviour, and the ability to relate conceptual debates in psychology to issues in the real world.

Semester 1
Teaching 9-11 am Thursday lecture; 2-5 pm Thursday laboratory class or research seminar
Assessment Continuous assessment = 100%
Credits 10

1.6.4 Perception (PS3037, Dr Clare Jonas)

The aim of this module is to develop an understanding of individual senses and multisensory perception. Topic areas covered will include how perceptual information is integrated across senses in typical and synaesthete brains, the consequences of the loss of one particular sense, and how those consequences can be mitigated. Emphasis will be placed on the development of the skill of critical evaluation of evidence and theory.

Semester 1

Teaching 9-11 am Tuesday lecture; 2-5 pm Tuesday laboratory class or research seminar

Assessment Examination 1.5 hrs

Credits 10

1.6.5 Cognition (PS3038, Dr G Quinn)

The aim of this module is to develop an understanding of human memory and attention. Topic areas covered will include theories of attention, short and long term memory, processes involved in memory encoding, maintenance and retrieval. Emphasis will be placed on the development of the skill of critical evaluation of evidence and theory. Lectures will be accompanied by practical classes, in which students will gain experience of the experimental methods used in cognitive research, and seminars in which research papers will be critically evaluated.

Semester 1

Teaching 9-11 am Thursday lecture; 2-5 pm Thursday laboratory class or research seminar

Assessment Examination 1.5 hrs

Credits 10

1.6.6 Social Psychology (PS3034, Dr N Tausch)

This module explores in depth key topics across the breadth of social psychological enquiry. A variety of research approaches will be examined in order to develop the scientific understanding and critical skills in this field. Particular topics covered will be announced before semester 2

Semester 2

Teaching 9-11 am Tuesday lecture; 2-5 PM Tuesday laboratory class or research seminar

Assessment Continuous assessment = 100%

Credits 10

1.6.7 Developmental Psychology (PS3033, Prof A Whiten)

This module is designed to equip students with an appreciation of key principles, concepts, methods and discoveries in developmental psychology, with an emphasis on evolutionary and comparative perspectives that are a particular strength of such work in St Andrews. The module aims to offer a broad perspective spanning infancy to childhood, and a range of key topics in cognitive and social development.

<i>Semester</i>	2
<i>Teaching</i>	9-11 am Thursday lecture; 2-5 pm Thursday laboratory class or research seminar
<i>Assessment</i>	Continuous assessment = 100%
<i>Credits</i>	10

1.6.8 Evolutionary & Comparative Psychology (PS3036, Prof K Zuberbuhler)

This module will address evolutionary and comparative approaches to psychology. The aim is to provide an understanding of major evolutionary forces and how they have shaped animal and human behaviour and psychology. Key principles, concepts and methodologies will be introduced and related to specific topic areas such as the evolution of social behaviour and the evolutionary origins of language and cognition

<i>Semester</i>	2
<i>Teaching</i>	9 am- 11 Tuesday lecture; 2-5 Tuesday laboratory class or research seminar
<i>Assessment</i>	Continuous assessment = 100%
<i>Credits</i>	10

1.6.9 Assessment in Clinical Psychology (PS3032, Dr A Kehagia)

This module presents psychopathological conditions and provides a basic understanding of the underlying neuronal and/or cognitive-behavioural mechanisms. Examples will be drawn from the field of cognitive psychology and clinical neuropsychology. The module will further explore in detail tools and procedures used to assess psychopathological conditions and demonstrate how to use these tools in clinical and experimental settings.

<i>Semester</i>	2
<i>Teaching</i>	9 am- 11 Thursday lecture; 2-5 Thursday laboratory class or research seminar
<i>Assessment</i>	1.5 hr examination
<i>Credits</i>	10

1.6.10 Research Design and Analysis 1 and 2 (PS3021/3022, Dr M Oram)

Module PS3021 is designed to provide a basic understanding of research design and statistics that will provide the foundations for independent empirical research and critical analysis required in the final year of the Honours programme. Emphasis will be placed on the acquisition of design and analysis skills and an understanding

of the underlying philosophy that guides research. The syllabus will include core aspects such as ethical issues in research, basic statistics, technical writing and the use of statistical packages

Semester 1

Teaching 9 am- 11 Monday lecture; 2-5 Monday laboratory class or research seminar

Assessment 60% Examination, 40% Continuous assessment

Credits 15

Module PS3022, this module is designed to provide a more advanced understanding of research design and statistics. Emphasis will be placed on the acquisition of analytical skills covering typical research situations encountered in the behavioural sciences. The syllabus will include advanced analysis of variance, multivariate statistics and non-parametric statistics, as well as training in computerised data analysis and presentation.

Semester 2

Prerequisite PS3021

Teaching 9 am- 11 Monday lecture; 2-5 Monday laboratory class or research seminar

Assessment 60% Examination, 40% Continuous assessment

Credits 15

1.7 SENIOR HONOURS MODULES (2011-12)

These modules will normally be taken by single honours students in their SH year. However, students taking joint degrees, the Neuroscience degree, or non-graduating students may be required to take them in their Junior Honours year. The normal deadlines for submission of the continuous assessment component of the taught modules (PS4064-PS4088) will be Monday 5th December 2011 at 5pm for Semester 1 modules and Monday 23rd April 2012 at 5 pm for Semester 2 modules. Certain modules that are assessed differently will have different submission times. These will be communicated by the relevant Module Controller.

Please note that the details (semester of module, pre-requisites, assessment and credit ratings) are correct at time of writing. The Honours Course Controller will inform you about any changes as and when they occur.

1.7.1 Psychology Project (PS4050, Dr G. Quinn)

The aim of the project is to develop and foster the skills of experimental design, appropriate research management and statistical analysis. A wide choice of topics is available, but the skills developed in modules PS4040, PS3021 and PS3022 are essential preparation. Topics cover all areas of Psychology under active investigation in the School and effort is made to arrange for students to work in one of their preferred areas. Assignment to supervisors will be made at the end of JH year. This will enable

students who wish to use the long vacation time for data collection to do so – this may be essential in certain areas of research.

Note that students must obtain approval for their project from the University's Ethics Committee.

<http://www.st-andrews.ac.uk/studenthandbook/regulations/ethics/>

Notification of approval must be included in the bound copy of the project. The empirical part of the project may be conducted with another student in order to allow greater research scope and the choice of more realistic problems **but all analyses and report writing must be carried out individually. Students working collaboratively on a project can collect data together but must not analyse it together. Similarly, supervisors will not analyse data for students, though they may offer help in directing the analysis.** In this case, it is important that each project can be fairly assessed as reflecting the personal effort of its author. To ensure that projects which have been conducted by students working together can be marked in a fashion that assures due credit to each student, students should understand that: (i) where appropriate, students will be encouraged to focus on different issues or questions within the research project as a whole; (ii) there will be no collaboration beyond the data collection stage; (iii) data analysis and writing up will be done on an individual basis; and (iv) the report of the supervisor to other examiners will indicate the role of each student.

The project report should include an abstract, not exceeding 200 words in length, and should follow the standard format for a journal paper. The project must not exceed 6,000 words, excluding tables, appendices and bibliography, but including the abstract. (n.b., an examiner will not normally be expected to read appendices. These are added only for scientific completeness – for example, in order to include raw data.) Please note that all your raw data and analysis files should be submitted with the project.

Please note: supervisors will read one draft of the abstract, introduction, methods and results sections of your reports. Supervisors will not comment on or assist in any other way with the Discussion section: this is an unsupervised component of the report. Remember that supervisors will also have other demands on their time: you will get more help if you respect this and do not expect instant feedback. Please ensure that a feasible timetable is agreed with your supervisor, particularly concerning submission of your first draft, feedback in good time for final revision and submission by the deadline. Generally, you should expect to receive feedback on your submitted draft within a week, if you submit your draft by the agreed date. If you do not keep to the agreed deadlines, comments may be less extensive.

Semester 1 & 2

Prerequisites PS4040, PS3021 & PS3022

Assessment 6000 word report, submission due **Monday 16th April 2012 at 5p.m.**

Credits: 30

1.7.2 *Review Essay (PS4060, Dr G Quinn)*

The aim of the SH review is:

- To produce an essay that integrates information from across different areas of the discipline and demonstrates an understanding of how psychological research applies to real world issues and problems

The objective is allow students the opportunity demonstrate an in depth understanding of material they have been taught in all their Psychology modules and how it fits together into a larger schema of knowledge. Students will produce, independently, a dissertation that shows an understanding of the nature of psychological research and its impact on society. In doing so, they will develop their ability to write in an engaging way, integrate material from diverse sources and make a critical assessment of the available evidence.

There is not a syllabus for this module. Rather, there will be a series of workshop sessions, to elaborate the implicit framework within which we all, as psychologists, work and study, as we consider the impact of psychological research/knowledge on people and society. You will be encouraged to think widely across all areas of teaching - the various Honours courses taken in JH and SH, the seminars which take place every week in the School (*see section 3.2*) and from your own independent reading.

The assessment will take the form of an essay which defines a 'real world' issue and communicates the contribution of primary psychological research to that issue. This could be, for example, considering what contribution psychological research has made to the way our society responds to civil disobedience or, perhaps, how mental illness is treated. Alternatively, you may chose a specific area of primary psychological research (a paper or set of papers) and consider the wider implications of that research, beyond the hypothesis being tested.

Semester 1 & 2

Prerequisites Available only to students in their second year of the Honours programme

Teaching – 3 two-hour workshops in Semester 1

*Assessment 4000 word dissertation, the title and one-page outline of which must be submitted for approval to Professor Verity Brown before February 10th 2012]. Submission due **Monday 19th March 2011 at 5 pm***

Credits: 15

SEMINAR-BASED MODULES

The following modules will be based on seminars in which students will be expected to play an active part, contributing as much on the basis of their own reading as they receive from the course leader. This type of interactive teaching is designed to encourage acquisition of "deep" as opposed to "surface" knowledge. These modules will allow students to approach the "cutting edge" of modern research. Emphasis will be placed on development of skills in the critical evaluation of research reports, and of understanding how current research will develop in the future. With such aims it

would be inappropriate to describe a rigid syllabus long in advance. For each module, the syllabus will be determined annually to reflect changing research foci. The syllabi will be announced in advance of the time when students are required to make choices of which modules to take.

The modules offered will change from time to time, according to changes in research fields and staff. The School of Psychology cannot guarantee that any specific module will be available in any given year, though every effort will be made to ensure that the modules listed below will be available in this session. Additional modules may be added: the availability of new modules will be communicated to all students through the notice boards and via email by the Honours Course Controller.

1.7.3 Working Memory (PS4064, Dr Gerry Quinn)

This module will have both a theoretical and an applied aspect. It will illustrate how cognitive models are developed, what type of evidence is important in sustaining this development and the weight of evidence required to significantly alter the direction of such development. In its theoretical aspect, this module will investigate an influential model of memory – the working memory model. The model is wide ranging with aspects concerned with verbal and visual memory and with attention. Increasingly, there is neuropsychological input to the model's development. In its applied aspects, the module will acknowledge the fact that WM is often used as a theoretical backdrop to our understanding of a variety of different "real life" matters. Teaching will be based on seminars in which class members will be expected to play an active part, contributing on the basis of their own extensive reading. Emphasis will be placed on development of the skill of critical evaluation of research reports, and those skills necessary for going beyond current topics into future directions of research.

Semester 1

Prerequisites Available only to students in the second year of the Honours programme

Teaching 11:00 –13:00 Wednesday

Assessment Continuous assessment 25%; 2-hour examination 75%

Credits 15

1.7.4 Neural Modelling (PS4066, Dr Peter Foldiak)

This module aims to develop an understanding of some of the fundamental principles of brain function in terms of the information processing involved in psychological phenomena and working models of specific neural circuits in the brain. Teaching will be based on seminars in which class members will be expected to play an active part, contributing on the basis of their extensive reading. Emphasis will be placed on developing the skill of critical evaluation of research reports, and those skills necessary for going beyond current topics into future directions of research. There will be some flexibility on the choice of topics to be covered by the seminars, but they may include some of the following topics: models of processes involved in perception, memory, neural organisation (e.g. neural maps), the representation of information and knowledge (e.g. neural coding and decoding) and models of cognitive processes.

<i>Semester</i>	1
<i>Prerequisites</i>	<i>Available only to students in the second year of the Honours programme</i>
<i>Teaching</i>	11:00-13:00 Monday
<i>Assessment</i>	<i>Continuous assessment 25%; 2-hour examination 75%</i>
<i>Credits</i>	15

1.7.5 Group Behaviour (PS4069, Prof Steve Reicher)

This module aims to develop an advanced understanding of selected topics relating to the psychology of groups and collective behaviour. It will address how behaviour is affected by the group context and examine the psychological mechanisms which shape how people act as group members. Teaching will be seminar based and students will be expected to read independently and contribute actively to sessions. Emphasis will be placed on the development of critical skills and the ability to relate individual studies and theories to broader conceptual debates in social psychology. More detailed module content will be announced in advance of student choices.

<i>Semester</i>	2
<i>Prerequisites</i>	<i>Available only to students in the second year of the Honours Programme.</i>
<i>Teaching</i>	11:00-13:00 Monday
<i>Assessment:</i>	<i>Continuous Assessment = 25%, 2 Hour Examination =75%</i>
<i>Credits</i>	15

1.7.6. Behavioural Neuroscience (PS4071, Dr Eric Bowman)

The overall aim of this module is to allow students access to current research in the area of behavioural neuroscience. Possible topics include motivation, learning and attention. Past themes explored in the module include: the relationship between 'normal' learning and addiction; the transition from goal-directed action to stimulus-response habit; the neural basis of compulsive gambling; the efficacy of biological treatments of addiction; and the behavioural and neural effects of MDMA ('ecstasy'). Results from both human and animal research will be considered in parallel, with examples of papers ranging from molecular neuroscience to neuropsychology. The format of the course will include lectures (which are designed to provide the students with the background necessary to read research articles); guided seminars and student presentations summarising research articles. In order to maximise the benefits of the students' presentations, each student will meet with the lecturer at least twice to discuss the topic and content of their talk.

<i>Semester</i>	2
<i>Prerequisites</i>	<i>Available only to students in the second year of the Honours programme</i>

Teaching 11:00 – 13:00 Friday
Assessment Continuous assessment 25%; 2-hour examination 75%
Credits 15

1.7.7 Cognitive Psychology and Emotional Disorders (PS4074, Dr Barbara Dritschel*)

This module is designed to demonstrate how theories from cognitive psychology can enhance our understanding of emotional disorders. Research on autobiographical memory will be reviewed and discussed in this context. In addition to the focus on memory biases there will also be a review of research into other cognitive biases associated with emotional disorders, namely attentional bias and interpretive bias. Teaching will be based on individual seminar presentations followed by class discussion. In the presentations students will be expected to review and critically evaluate original research. Seminars will focus on topics like autobiographical memory and depression, autobiographical memory and anxiety, attentional bias in depression and anxiety, and interpretive biases in depression and anxiety. At the end of the seminar series students will have an understanding of how depression and anxiety can be differentiated on the bases of these biases.

Semester 1
Prerequisites Available only to students in the second year of the Honours programme
Teaching 11:00 – 13:00 Tuesday
Assessment Continuous assessment 25%; 2-hour examination 75%
Credits 15

1.7.8 Sex Differences and Gender Development (PS4079, Dr G Brown)

This advanced-level module will examine the evidence for sex differences in human behaviour and explore how gender develops across the lifespan. Students will learn how hormones, such as testosterone and estrogen, influence brain function and behaviour in non-human animals and will apply this knowledge to human data. Example topics include sexual behaviour (including sexual orientation), aggression, memory, sex differences in mental health, and the evolution of sex differences. Teaching will be based on student-led seminars with supporting lectures. Emphasis will be placed on critical evaluation and the ability to relate scientific data to broader debates regarding sex differences in behaviour.

Semester 2
Teaching 09.00am – 11.00am Friday
Assessment Continuous Assessment = 100%
Credits 15

1.7.9 *Psychology of Music (PS4083, Dr I Jentsch)*

This advanced level module aims to introduce students to psychological processes underlying music perception, cognition and performance. The relationship between musical phenomena and mental functions will be illustrated. The module will cover different aspects of music perception including psychoacoustics and sound perception, music cognition including music memory emotion and expectancies, skilled performance as well as abnormalities in music perception and performance. The module will be taught in the form of seminars including student presentations. Emphasis will be placed on the development of critical thinking and the ability to relate conceptual debates in psychology to issues in the real world.

Semester 1

Prerequisites Available only to students in the second year of the Honours programme

Teaching 11.0-13.00 Friday

Assessment Continuous assessment 25%; 2-hour examination 75%

Credits 15

1.7.10 *The Psychology of Visual Art (PS4084, Dr P. Hibbard)*

This module will explore the value and limitations of a scientific approach to understanding visual art, and the extent to which a neurological theory of aesthetic experience is possible. These questions will be addressed from evolutionary, cognitive and neurological perspectives. Examples of specific topics that will be tackled include: can the appreciation of art be reduced to a set of physiological responses?; is it possible to describe laws of aesthetic experience?; can particular works or art be understood in terms of the known properties of the visual system?; what happens to visual artists with neuropsychological deficits? The module will be based on a critical analysis of contemporary scientific studies in the field.

Semester 2

Prerequisites Available only to students in the second year of the Honours programme

Teaching 11.0-13.00 Thursday

Assessment Continuous assessment 25%; 2-hour examination 75%

Credits 15

**1.7.11 *The Evolution and Development of Social and Technical Intelligence*
(PS4085, Prof A Whiten)**

The last two decades have witnessed a surge of research on social and technical intelligence, both in humans and an increasingly wide range of non-human animal species. This module surveys the principal discoveries, integrating field and captive studies, as well as both observational and experimental methodologies, to trace the evolution and development of aspects of social intelligence such as imitation and theory of mind, and technical intelligence, such as tool use and understanding of causality. Key aims include appreciating the range of methodologies that have been developed and how these can be used to trace the evolution and ontogeny of the underlying psychological mechanisms

Semester 1

Prerequisites Available only to students in the second year of the Honours programme

Teaching 11.00 - 13:00 Thursday

Assessment Continuous assessment 100%

Credits 15

**1.7.12 *The origins and Evolution of Mind Reading (Theory of Mind)*
(PS4086, Dr J Gomez)**

The module will offer a comparative approach to the emergence of the ability to understand mental states in children and non-human primates, and its alteration in autism. This ability (also known as Theory of Mind) is at the heart of many of humans unique cognitive achievements, but their origins can be traced back in evolution and development. The course will discuss the current state of research in this area, emphasizing both empirical and conceptual aspects posed by the combination of the evolutionary and developmental approaches.

Semester 2

Prerequisites Available only to students in the second year of the Honours programme

Teaching 11.0-13.00 Tuesday

Assessment Continuous assessment 25%; 2-hour examination 75%

Credits 15

1.7.13 *Emotion* (PS4088, Dr S Sheikh)

This seminar-based module involves readings and discussions on psychological theories of human emotion. The following questions are examined in detail: What constitutes an emotion? Are there basic emotions universal to all humans? Or do experiences of emotion differ across cultures? How are emotions different

(or the same) from moods and feelings? The module includes topics on emotion and motivation; social psychological perspectives on emotion; the interface between affect and cognition; cultural variation in emotion; biological and evolutionary bases; and papers on specific emotions such as anger, happiness, guilt, shame, and disgust. Critical analysis of theory and research on emotion is emphasised.

<i>Semester</i>	2
<i>Teaching</i>	11.0-13.00 Wednesday
<i>Assessment</i>	Continuous assessment 25%; 2-hour examination 75%
<i>Credits</i>	15

1.8 INTRODUCTORY MEETING

There is a meeting of all Honours students on the first day of the semester, **Monday 26th Sept, 2011 at 10-11 am for Senior Honours Students** in the *Old Library* in Psychology and **9-10am for Junior Honours Students** in *UCO School 6*. **Attendance at this is compulsory**: several important administrative arrangements are made at this meeting. JH and SH representatives to the staff-student consultative committee will also be elected at this meeting. Teaching on all modules scheduled for Semester 1 will start immediately after this, unless otherwise advised.

1.9 FEEDBACK AND ACADEMIC AUDIT

In order to pursue our goal of providing high quality teaching, we collect regular feedback from students. This takes three main forms. (i) JH and SH representatives, elected by you, attend the Staff Student Consultative Committee meetings once each semester. (A representative of the Psychology society also attends these meetings.) At these, student concerns are discussed and where appropriate the issues are passed to a meeting of the School Staff Council for debate the following week. Minutes of the Staff Student Consultative Committee are made available on the Honours notice board. They are automatically passed to the Deans of Faculties and the Committee's role is taken very seriously. (ii) Each lecturer collects questionnaire feedback at the end of the option course they teach. The information generated by this audit is processed and discussed within the School and scrutinized centrally within the University.

1.9.1 Dates of Meetings of Student-Staff Consultative Committee

SSCC Meetings will normally take place in the Senate Room at 1.05 pm. Class Reps are expected to attend.

- Semester 1 - 31 October 2011
- Semester 2 - 20 March 2012

JUNIOR HONOURS TIMETABLE 2011 – 2012

PSYCHOLOGY OLD LIBRARY - SEMESTER 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First Half					
09:00-11:00	PS3021 Mike Oram	PS3035 Ines Jentzsch		PS3031 Paul Gardner	
Second Half					
09:00-11:00	PS3021 Mike Oram	PS3037 Clare Jonas		PS3038 Gerry Quinn	Seminar 15:30 Old Library

All Afternoon sessions will also take place in the Old Library

PSYCHOLOGY OLD LIBRARY - SEMESTER 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First Half					
09:00-11:00	PS3022 Mike Oram	PS3034 N. Tausch		PS3033 Andy Whiten	
Second Half					
09:00-11:00	PS3022 Mike Oram	PS3036 Klaus Zuberbuhler		PS3032 Angie Kehagia	Seminar 15:30 Old Library

All Afternoon sessions will also take place in the Old Library

SENIOR HONOURS TIMETABLE 2011 – 2012

PSYCHOLOGY OLD LIBRARY - SEMESTER 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-11:00		PS4060 Verity Brown (11, 18 and 25 October) in Bute Lecture Theatre A			
11:00-13:00	PS4066 Peter Foldiak	PS4074 Barbara Dritschel	PS4064 Gerry Quinn	PS4085 Andy Whiten	PS4083 Iner Jentsch
15:30					Seminar 15:30 Old Library

PSYCHOLOGY OLD LIBRARY - SEMESTER 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-11:00					PS4079 Gillian Brown
11:00-13:00	PS4069 Steve Reicher	PS4086 Juan Gomez	PS4088 S. Sheikh	PS4084 Paul Hibbard	PS4071 Eric Bowman
15:30					Seminar 15:30 Old Library

University STUDENT Handbook

The University Student Handbook contains relevant and important information on a variety of issues, and may be accessed at:

<http://www.st-andrews.ac.uk/students/academic/>

This includes information on:

Academic Information, Academic Regulations and Codes of Practice, Employment, Financial Information, Health, Library and Information Services, Student Organisations, Student Services and Student Support and Guidance.

This handbook also offers straightforward advice on issues relating to the codes which represent University policy.

In addition, the University's Quality Assurance handbook

<http://www.st-andrews.ac.uk/qahbook/index.htm>

includes information on all aspects of academic practice.

Please refer to, and make use of, these important resources.

2.1 SUBMISSION OF PREPARED WORK

2.1.1 *Word processing*

All prepared work – both the final version and any draft which a member of staff is expected to read – should be submitted double-spaced in a word processed form with page numbers. Please make regular back-up copies of your computer files and keep these disks in a safe place. Note that extensions will not be granted for such things as last minute computer breakdown or disc corruption. It is your responsibility to timetable your work to deal with any such problems.

2.1.2 *Anonymisation*

Each piece of submitted coursework must be accompanied by a front sheet containing the student's matriculation number, the title of the work, the module number, the name of the module controller or supervisor, and the date. The student's name must **NOT** appear on the submitted pieces of work.

2.1.3 *Length limitations - to be taken seriously*

Where length limitations are in operation the word count must be given on the front sheet of each piece of submitted work. Marks will be deducted for over-length work: 100 words over-length – one grade point deducted (for the scale, see section 2.2);

150 words over-length – two points deducted; 200 words over-length – three points deducted. Work more than 200 words over-length will not be marked but submission of the work is still required for Module Membership purposes.

Word counts should not include bibliographies or lists of references, tables, figure legends or appendices. Footnotes will be counted towards the overall word count. References within the text should be in the APA format. This involves the insertion of a name and date (e.g., Jeeves, 1998). Most word processors have a function for counting words. The words used for in-text referencing count towards the overall length.

PS4040 (JH Psychology Review) is restricted to 5000 words. Word lengths of 5000 or fewer will attract no penalty: word lengths of 5001-5100 will lose one grade point; 5101-5150 will lose two grade points; 5151-5200 will lose three grade points. Anything of 5201 words or longer will not be graded but submission is still required.

PS4050 (Psychology Project) is restricted to 6000 words. Word Lengths of 6000 or fewer will attract no penalty: word lengths of 6001-6100 will lose one grade point; 6101-6150 will lose two grade points; 6151-6200 will lose three grade points. Anything of 6201 words or longer will not be graded but submission is still required.

PS4060 (SH Psychology Review) is restricted to 4000 words. Word Lengths of 4000 or fewer will attract no penalty: word lengths of 4001-4100 will lose one grade point; 4101-4150 will lose two grade points; 4151-4200 will lose three grade points. Anything of 4201 words or longer will not be graded but submission is still required.

Please note that there is absolutely no lee-way concerning word limits

SH Module Essays (Continuous assessment, where these essays have to be submitted by 5 December 2011 and 23 April 2012):

The criteria for module essays are in terms of numbers of pages, not numbers of words. These essays are unsupervised: draft versions will not be read by members of staff, nor will members of staff offer advice or any form of help on the content of the essay. The essays should be presented as follows: a *title page* stating the title of the work, students' matriculation number, the module number, the name of the supervisor and the date; no more than **6 A4 size pages of text** – there must be at least a 1" margin all round (top, bottom, right and left); the text must be in Arial font at 12 point and must be 1^{1/2} spaced; a list of references, formatted in exactly the same way as the text (e.g. 12 point, 1^{1/2} spaced), must be included.

Where essays are associated with particular modules and have to be submitted by a different date, instructions will be given by the Module Controllers.

Module essay length should not include bibliographies or lists of references, tables, figure legends or appendices. Footnotes will be counted towards the overall length. References within the text should be in the APA format. This involves insertion of a name and date (for example, Jeeves, 1998).

Essays that do not conform to these regulations will not be accepted for submission and will have to be re-submitted. If re-submission goes beyond the specified

deadline penalties for late submission will be exacted. If the student refuses or fails to edit the module essay to comply with the submission requirements, the essay will not be marked and the essay will not be graded.

2.1.4 Handing in

All written work should be submitted to the School of Psychology electronically using MMS. Note that electronic receipts are automatically sent out following the uploading of your work to MMS. **Save this receipt because it will be taken as proof of submission.**

2.1.5 Policy for Extensions to deadlines and Penalties for late submission

The School's policy is designed to provide incentive to comply with deadlines. It combines a constant and significant penalty for late work where there are no compelling extenuating circumstances with the ability to show flexibility where there are such circumstances. The basic principle is that there shall be a single penalty for work handed in late, but discretion may be applied. Students will be informed of their mark and of any penalty applied to it. The detailed procedures are as follows:

In exceptional circumstances extensions can be granted. **Module controllers do NOT grant extensions.** Students seeking an extension must apply for extensions using the appropriate form on the web site. Note that reasons have to be serious rather than trivial, and unforeseeable rather than foreseeable. Advice for extensions may be sought from your Honours advisor. All requests for extensions will be considered by a Committee normally comprising of the Honours Course Controller, one or more of the Honours Advisors and the Director of Teaching, who will consult relevant staff (e.g., supervisors in the case of reviews/projects) before making recommendations to the Head of School (Prof. V Brown). Extensions can be granted on medical grounds or in instances of significant personal distress. Extensions are never granted for such things as last minute computer breakdown or disc corruption. It is important that you manage your work appropriately in order to accommodate such possibilities.

2.1.6 Penalties for the late submission of assessed work

It is important, where work is to be handed in late, that the student notifies the reasons for its lateness to your Honours Advisor of Studies, either in person or by email.

Part Module Assessment: Work submitted late will lose one point per day or part thereof. With electronic submission being available 7 days per week, all days of the week will be counted in this calculation. Failure to submit the assessment before the Module Board Meeting will normally lead to a mark of 0 being entered for continuous assessment and therefore possible failure of the module overall.

Whole module assessment: (JH Review; SH Project and SH Essay): Work submitted late will lose one point per day or part thereof. With electronic submission being available 7 days per week, all days of the week will be counted in this calculation.

Failure to submit the assessment before the Module Board Meeting will normally lead to a mark of 0 being entered for continuous assessment and therefore possible failure of the module overall. In the absence of extenuating circumstances, work not submitted before the Module Board will normally not be marked.

Submission deadlines: All submission deadlines will be on Mondays at 5pm. Students are encouraged not to leave it to the last moment to submit. Please remember that work can be handed in **before** the official deadlines. Deadlines should be regarded as the last possible date by which work can be handed in.

Please note that submission and an appropriate grade level is required or membership of a module will be withdrawn.

2.1.7 Plagiarism and Academic misconduct

University Information The University defines academic misconduct as including, among other things, the presentation of material as one's own when it is not one's own; the presentation of material whose origin is academically inappropriate; and inappropriate behaviour in an examination or class test. It includes any work that is submitted for informal feedback and evaluation.

The University will use all available means to detect academic misconduct including the use of Turnitin plagiarism detection software. Academic misconduct is unacceptable in this University and will be treated severely. Repeated offences will lead to expulsion from the University. The University Code is published at

<http://www.st-andrews.ac.uk/media/Academic%20Misconduct.pdf>

The School of Psychology takes the issue of plagiarism very seriously and follows the University guidelines on academic fraud. The University recognises the following categories of academic fraud: plagiarism; multiple submission; falsification; false citation

On each submitted piece of course work it is assumed that students have read the University guidelines on plagiarism and that the work is their own.

APPEALS, COMPLAINTS AND DISCIPLINE

University information

The University has a Code of Practice on Student Appeals, Complaints and Discipline which may be found at

<http://www.st-andrews.ac.uk/media/Code%20of%20Practice%20on%20Student%20Appeals,%20Complaints%20and%20Discipline.pdf>

Students have a right of appeal, but only within the terms of this code and after due process within their School has been exhausted.

2.1.8 *Falsification of data*

Data forms the bedrock of modern Psychology. The School of Psychology will therefore penalise any substantiated evidence of falsification of data. The **minimum penalty** will be awarding the module a grade of 1. More severe penalties will automatically be considered.

2.1.9 *Academic Alert - Procedures for the award and removal of Membership within a Module*

University Information

The University's Code of Practice on Academic Alerts may be found at

<http://www.st-andrews.ac.uk/staff/policy/tlac/attendance/academicalerts/>

Students must fulfil the requirements published by the School. Loss of membership means that you may not gain credit in a module. Where students may be failing to do this, Academic Alert procedures may be implemented.

School Information

Failure to fulfil requirements means that a student's membership of a module ceases. The School of Psychology strongly advises attendance at all lectures and laboratory classes and notes that success on the module without such attendance cannot be expected. No individual classes are compulsory though repeated absence is always reported to Registry. Having membership of a module withdrawn, especially at Honours level, can have very serious consequences and may even terminate a student's studies, it is the responsibility of individual students to ensure that all legitimate absences are notified following the approved procedure.

In order to maintain membership of a module, the following conditions must be met: An average grade of 7 on the continuously assessed elements of each module is required for the award of membership of a module. Medical self-certification to explain lateness must be given to Registry within 3 working days of the due date: they will copy this information to the secretarial office in the School of Psychology who will file a copy and notify the Module Controller. Where membership of a module is refused by the Module Controller because of failure on the continuously assessed elements of the module, the student will be considered to have failed the whole module. Notification will be made to students by email following the Academic Alert procedures. Students **are required to monitor their email and notify the University of any change of address**. Appeals against such decisions must be directed in writing to the Director of Teaching within 5 working days of notification.

Unless mitigating circumstances exist, students who are in breach of requirements for attendance and/or the submission of work will forfeit their membership of a module. Students will be informed that the membership of a module has been removed and so will not receive any credit for the module and are not eligible for reassessment. Failure to attend an examination without good reason will also lead to forfeiture of the relevant membership of a module.

2.1.10 *Appeals against marks awarded for module assessments*

1) **Appealing a module essay mark:** Students **CANNOT** appeal a module essay mark **UNTIL** the module grade has been reported to Faculty. If the student still wishes to appeal the module essay mark, the procedure follows that set out for appealing module grades (below).

2) **Appealing module grades:** The first step in this process is to consider the grounds for appeal. Students **CANNOT** appeal module grades or any part assessment (e.g., module essay marks) on the basis that they feel a better mark is warranted. Any student wishing to appeal **MUST** provide evidence of one or more of the following:

- a) that procedural irregularities had occurred of such a nature as to give grounds for belief that they had affected the outcome of the academic judgment made
- b) that there is evidence of prejudice or bias or of inadequate assessment on the part of the persons involved in the academic judgment.

Any student wishing to appeal on the above grounds must do so in writing to the Head of School (Prof. V Brown) within **seven** calendar days of the module grades being reported to Registry.

Students should note that marks can come down as well as go up and that the decision of the second marker is final. (n.b., the procedures for appeal against degree classification are laid out below: *see section 2.9*)

Grade Reporting Scale

University Information

The University uses a universal 20-point grade reporting scale, with the possibility to use one decimal point.

The key reporting codes are:

0X Membership of Module Withdrawn

0-3.9 Fail

4.0-6.9 Fail with right to resit

7.0-20.0 Pass

S Applies to a grade for an honours and taught postgraduate modules affected by special circumstances (with the exception of taught postgraduate dissertations/projects).

E Grades attained through study abroad.

It is University policy that all module outcomes are reported on the 20-point grade reporting scale, and these grades are then amalgamated to give degree classifications by a standardised algorithm.

Deans List

The University has established a Deans' List for the purpose of giving annual recognition to excellent academic achievement by students undertaking undergraduate studies. Selection to the Deans' List will be annually undertaken in June, and a student will be eligible each year that (s)he meets the criteria. For more information, please contact the Registry

2.2 MARKING

Two members of staff will independently mark the prepared work submitted for PS4040 (Psychology review), PS4050 (Psychology Project) and PS4060 (Psychology Essay). Module essays and examinations are marked by the member of staff who has set the questions, except in the case of probationary members of staff where examination material is double marked by the individual who set the question and a non-probationary member of the School of Psychology staff. A subset of Honours examinations are marked by a second marker. In addition the External Examiners have access to all marked work and they mark a proportion of this work independently. Marking of all examinations is done anonymously. A bonus system is used in Honours marking as follows: where all components of the exam are equal to or greater than 17, 2 bonus points are awarded. Where one mark is 16 or above with the remainder being 17 or above, one bonus mark is awarded. No grade greater than 20 is given.

All marking employs the University Common Assessment scale:

0 - 3.9	4.0 - 6.9	7	8 - 10	11 - 13	14 - 16	17 - 20
Fail (with no right to resit)	Fail (with right to resit)	Pass	Third	Lower Second	Upper Second	First

2.3 CRITERIA FOR DEGREE CLASSES

Note that the criteria given in sections 2.3.1 - 2.3.3 are for guidance only and are not binding rules. It is open to the examiners to balance outstanding performance in one aspect of a piece of work against deficiencies in other areas and thus award a different grade from that implied by a rigid application of the guidelines.

All Continuous Assessment grades are technically provisional until endorsed at the final Module Board with the External Examiner.

2.3.1 Examinations

University Information

All information relating to University examinations may be found at

<http://www.st-andrews.ac.uk/students/AcademicMatters/>

Honours Classification Algorithm

For details of the Honours Degree Classification Algorithm see:

<http://www.st-andrews.ac.uk/staff/policy/Assessmentandaward/Honoursdegreeclassification/current/>

Feedback on Exam Performance

University Information

The University policy on feedback on exam performance and access to exam scripts is found at <http://www.st-andrews.ac.uk/students/academic/>

First class Honours (17-20) Shows a thorough understanding of the issues raised by the question. Presents a connected argument, citing major items of empirical evidence with no substantive errors of fact and little irrelevant information. The material presented is likely to go beyond what was explicitly taught in the option course and will include material from other sources (e.g., other lecture courses, independent reading). Evidence of original thought and/or critical evaluation of data.

Upper second class Honours (14-16) Shows an understanding of the major issues raised by the question. A clear argument present in most of the text. Material presented is expected to show some evidence of independent reading. The scope of answers may well be derived directly from what was dealt with in the course but this will be fully and accurately reported with little irrelevant material included.

Lower second class Honours (11-13) Presents relevant information (likely to be solely from the course) but probably with some omissions, occasional errors, and some irrelevancies. Understanding of the issue may be incomplete and a well-constructed argument unlikely to be sustained.

Third class Honours (8-10) Presents relevant information but makes errors and serious omissions and, possibly, includes a good deal of irrelevant material. The issues raised by the question are not well identified and little proper argument is developed with respect to them.

Pass (7) Some ability in routine work but an insecure grasp of basic concepts, leading to illogical reasoning. An unsatisfactory depth of knowledge. An ability to calculate correctly only in very restricted and familiar areas. General degree standard

Fail (below 7) Fails to evidence an understanding of the basic issues at stake; presents little (or no) relevant information; and/or commits major and multiple errors.

Presentation of some of the basic issues with marginal (but correct) information will score 4-6 (i.e., the student will not lose their PP).

2.3.2 Review Essays (PS4040 and PS4060)

First class Honours (17-20) Shows evidence of wide reading of original material. Careful selection of the material to be cited in detail. Integration of evidence into a well-constructed account that leads to a well-argued conclusion. Evidence of original thought and/or of critical evaluation of data.

Upper second class Honours (14-16) Shows evidence of wide reading of original material. Appropriate selection, for the most part, of material to be cited in detail. A well-constructed argument present in most of the text. Some critical evaluation of data/theories.

Lower second class Honours (11-13) Accurate reporting of a sizeable body of information with some reliance on secondary sources (or mere abstracts). A sustained argument may well be lacking and there may be shortcomings in critical evaluation of data.

Third class Honours (8-10) Information presented likely to be limited in scope, to be based in large measure on secondary sources, and may include some inaccuracies. Deficient in organization.

Pass (7) Some ability in routine work but an insecure grasp of basic concepts, leading to illogical reasoning. An unsatisfactory depth of knowledge. An ability to calculate correctly only in very restricted and familiar areas. General degree standard.

Fail (below 7) Fails to evidence an understanding of the basic issues at stake; presents little (or no) relevant information; and/or commits major and multiple errors. Presentation of some of the basic issues with marginal (but correct) information will score 4-6 (i.e. the student will not lose their PP).

2.3.3 Projects (PS4050)

First class Honours (17-20) A well-designed study directed at a topic of theoretical and/or practical significance and showing some signs of originality it will be competently conducted and analyzed. Clearly presented, with an introduction that explains what question is to be answered and sets the work in its theoretical context, a method section that makes clear what was done, and a discussion that explains the implications of the results obtained for the issues raised in the introduction. Shows evidence of originality: however, given that project topics are usually provided by supervisors, signs of originality are most likely to be sought in analysis and interpretation.

Upper second class Honours (14-16) As First but falling short in showing one of the following: lack of originality; inadequate presentation of the purpose of work; lack of clarity on implication of findings; incomplete analysis.

Lower second class Honours (11-13) As for upper second but showing more than one of the deficiencies. A 2.2 is also indicated if an otherwise acceptable project is inappropriately designed, or incorrectly analyzed, or if it is unclear from the method section just what was done.

Third class Honours (8-10) A project that is satisfactory in only a minority of the aspects cited above.

Pass (7) Some ability in routine work but an insecure grasp of basic concepts, leading to illogical reasoning. An unsatisfactory depth of knowledge. An ability to calculate correctly only in very restricted and familiar areas. General degree standard.

Fail (below 7) Fails to evidence an understanding of the basic issues at stake; presents little (or no) relevant information; and/or commits major and multiple errors. Presentation of some of the basic issues with marginal (but correct) information will score 4-6 (i.e., the student will not lose their PP).

2.4 DEGREE CLASSIFICATION PROCEDURE

All degrees are awarded in accordance with the University regulations strictly using the University's standard algorithm.

2.5 SPECIAL CIRCUMSTANCES AFFECTING STUDENTS WORK

Any circumstances – **such as illness or serious difficulties in your personal life** – which may affect the quality of your work **MUST** be brought to the attention of the Advisor of Studies either in person or by using the appropriate form on the School web site as soon as possible and **PRIOR** to the **marking** of any work you think may be affected. Two courses of action can be taken if students are experiencing personal difficulties that affect their work:

The first is for a student's programme of work to be considered by the Advisor of Studies (often acting in conjunction with the Student Support Service– *see section 2.7*). Students may, for example, wish to withdraw from their studies, or opt for a deferred assessment, or have extensions given to submission dates for prepared work.

The second is that the School of Psychology has procedures for taking into account special circumstances at the Board of Examiners meeting. These involve the following procedures and principles: (i) Once a module grade has been given, it will not be changed; (ii) Assignment of degree classes to students is initially made anonymously, on the basis of the marks alone; (iii) Once anonymity is broken, all relevant information concerning students special circumstances held by the School (usually in the person of the Advisor of Studies) is (with due discretion and consideration) made known; and (iv)

If there is reason to believe that the grade given for a specific module was affected by some special circumstance, the mark for that module may not be taken into account and a new GPA calculated. If this re-calculation moves a candidate out of a discussible band into a higher category, the grade for that new category will be given. If the re-calculation moves a candidate from an unambiguous band into a discussible band, the candidates work will be put through the decision rules again, using the procedures outlined above.

2.6 ADVISOR OF STUDIES

Advisors of Studies will be available for re-advising between 11-12 every day until Friday October 7th in Semester 1 in their offices. For advising and pre-advising see key dates. The role of the Advisor of Studies in Honours Psychology is to:

- (i) Advise on all matters relating to the selection of modules involving Psychology (single Honours, joint Honours, integrated degrees, Neuroscience, Behavioural Biology and about 'Dip Down' and 'Dip Across' modules.
- (ii) Advise about general matters relating to careers in Psychology and postgraduate courses. The Honours Advisor can be regarded as a first point of advice for this sort of thing. Advisors of Studies are not trained in careers guidance but can provide some basic information and advise you where to get further information.
- (iii) Offer counselling when students are having personal difficulties that affect their work. Advisors of Studies are not trained counsellors but can offer some practical advice and will know where to direct students for professional guidance. It is very important that if students are experiencing difficulties of any sort - relationship problems, family crises, illness - that are liable to affect their work they should bring these to the attention of the Advisor of Studies or inform the Student Support Service. Usually the Advisor of Studies is the best person with whom to discuss a problem but students can choose to discuss problems with other members of staff with whom they feel more relaxed. **All problems will be dealt with confidentially.** The important point is that the School should be informed about problems students have so that guidance can be offered. It is important for Schools to know that when students take examinations they are in a fit state to do so. All sorts of arrangements can be made to help students, but nothing can be done if the School is unaware of problems.
- (iv) Act as an advocate for students within the School. Module and Course Controllers in Psychology are School appointees. The Advisor of Studies is appointed not by the School but by the Faculties and as such his/her role is independent of the School. Advisors are responsible to Deans, not School Chairmen. As such the Advisor of Studies can intercede with the School on students' behalf.

In sum, the first point of contact for a student experiencing difficulties is the Advisor of Studies. However, If the advisor of studies is not available, students can contact the relevant Course Controller, Dr G Quinn in the case of the Honours course, or, if none of the above is available, the Director of Teaching (Dr G Quinn (semester 1) Dr. Juan C. Gómez (semester 2)). However, students should feel free to choose to discuss problems with other members of staff with whom they feel more relaxed

2.7 STUDENT SUPPORT SERVICE

Contact Student Support Services (Mon–Fri throughout the year except public holidays) at Students' Union (1st floor), Tel (01334 46)2720; email: sss@st-andrews.ac.uk; web: www.st-andrews.ac.uk/sss. A team of Advisors and Counsellors also supports the Services. During normal working hours students are free to contact any of the Student Support Service staff. Outside working hours, the **emergency** contact number is 0402 004440. Support can also be sought from Nightline, www.st-andrews.ac.uk/services/nightline/night and the Support Network, tel: 01334 46)2248; email: supnet@st-andrews.ac.uk. There are also a number of dedicated support groups: dyslexia group dysgroup@st-andrews.ac.uk; eating disorders edn@st-andrews.ac.uk; ME group megroup@st-andrews.ac.uk; self injury group sis@st-andrews.ac.uk; solus (depression) solous@st-andrews.ac.uk.

STUDENTS WITH SPECIAL NEEDS

Students with special needs or disabilities should contact the School Disabilities Adviser, Dr Gerry Quinn , extension 2068, email: jgq, room 2.10.

Please also see the website at Student Support Services for further details:

<http://www.st-andrews.ac.uk/students/SafetyandWell-being/Disabilities/>

University Information

For details on Health and Safety for students within the University see

<http://www.st-andrews.ac.uk/safety/>

University information

The Careers Advisory Service website is at

<http://www.st-andrews.ac.uk/administration/careerscentre/>

SALTIRE is the University's central point for assistance with teaching and learning. It aims to encourage excellence and innovation in learning and teaching by providing support and guidance for students and staff. It also now houses a Mathematics Support Centre.

Its website is:

<http://www.standrews.ac.uk/students/academic/Studysupport/MathsSupportCentre/>

COMMUNICATION WITHIN THE UNIVERSITY

University information

Students are reminded that e-mail is an official means of communication, and they are expected to read their e-mail within a 48-hour period (Monday to Friday) during term-time. Students who use Hotmail or other external e-mail accounts must check both their external account and their University account. Students can arrange to have their University e-mail forwarded to their external account. There may be problems associated with such forwarding, however, and those who set up a forwarding arrangement must check to make sure it is working.

UPDATING PERSONAL DETAILS

University information

Students are responsible for ensuring that their personal details are kept up to date and should make any changes online via the web at <http://www.st-andrews.ac.uk/students/>

2.8 ABSENCE FROM CLASSES & EXAMINATIONS

All absences should be reported as soon as is practical, by completing a self-certificate of absence within three days of the first day of absence at

<http://www.st-andrews.ac.uk/studenthandbook/attendance/absence/>

The student may be invited to give written consent for the University to request a medical certificate from the student's doctor.

Student Support Services (*see section 2.7*) will ask the doctor for a medical certificate, normally having consulted the Module Controller or Course Controller, where there is a serious medical condition.

On no account should a student or a member of staff contact a doctor direct with a request for a medical certificate.

Registry monitors the use of self-certification in all subjects. More than **two** uses of self-certification in a semester will automatically trigger further action by the Faculty.

Where it is known in advance that the student will be absent, or where a doctor advises a period of absence, Registry should be informed as soon as possible. Students must be aware of the "*three week rule*" stated in Regulation 14 of the Senate's Regulations governing Undergraduate Degrees: *no student who has been absent from the teaching of a*

module for three continuous weeks may receive a Certificate of Due Performance for that module, save in exceptional circumstances and with the consent of the Dean of the relevant Faculty.

Absence from **Examinations**: The same procedure as above is to be followed in the case of absence from an examination, but the student must report immediately to the Registry or in writing if it is not possible to attend in person. A medical certificate will be required in **all** cases of absence from examination on grounds of health.

Termination of Studies

University Information

Students whose performance is unsatisfactory and who have insufficient credits for their particular stage of study will be subject to Termination of Studies. This is the process by which their performance is reviewed by the Faculty Business Committee and a decision is made about whether their studies should be discontinued. If students are notified that their studies are terminated, they have a prescribed period in which to appeal - explaining their poor performance and their intentions for rectifying previous problems. Students who do not appeal will have their studies automatically discontinued

2.9 UNDERGRADUATE ACADEMIC APPEALS

Below are the University procedures for students to follow should they wish to appeal against their **degree classification**. Appeals against specific module grades are dealt with differently: *see section 2.1.11*).

2.9.1 Introduction

The Senate has authorized this code of practice that is open to any undergraduate student of the University wishing to appeal on an academic matter that does not fall within the remit of the committees on limitation of studies

2.9.2 Grounds of Appeal

An appeal under this code must be made on at least one of the following grounds:

- i. that procedural irregularities had occurred of such a nature as to give grounds for belief that they had affected the outcome of the academic judgment that had been made.
- ii. that there is evidence of prejudice or of bias or of inadequate assessment on the part of the persons involved in the academic judgment;

2.9.3 Committee of Appeal

- i. The committee of appeal shall comprise the following:-
 - a. The Master (chairman), whom failing a nominee of the Principal.
 - b. A Dean nominated by the Principal from a Faculty other than that of the appellant.
 - c. An Advisor of Studies nominated by the Principal from the appellant's Faculty.
- ii. All three members shall form a quorum.

2.9.4 Submission of Appeal

Notice of appeal should be submitted **in writing** to the Clerk of Senate within one month of the academic judgment having been communicated to the appellant.

2.9.5 Procedures prior to and during an Appeal

- i. If the Clerk of Senate, with the agreement of the Proctor or another nominated member of the Executive, is satisfied that there are grounds for an appeal in terms of the above, (s)he or a nominee (hereinafter called "the Clerk") shall call a meeting of the Committee of Appeal in accordance with the provisions of this section.
 - ii. Appellants shall be given at least seven days notice of the date of the hearing. Appellants should be advised, where applicable, that graduation will be postponed pending the outcome of the appeal.
 - iii. Appellants shall be required to submit a written statement concerning the appeal. (In most cases, the original letter of appeal will suffice for this purpose).
 - iv. No appeal will be considered after a prospective appellant has graduated.
 - v. Appellants shall be entitled to present their cases in person before the committee. They may choose a member of the University* to accompany them or may nominate such a person to appear for them. They must so advise the Clerk not later than three days before the hearing together with the names of any other persons whom they may wish to give evidence and any documentary evidence that they may wish to produce.
 - vi. The Clerk shall invite the examiners or other persons concerned in the academic judgment to submit a statement.
 - vii. The Clerk shall ensure that such other information as may reasonably be thought relevant to the case, and which can reasonably be obtained, will be provided to the committee. A copy of any documentation made available to the committee shall be sent to the appellant.
 - viii. The committee, through the Clerk, may invite witnesses to attend to provide oral evidence or to answer questions. When the committee receives any oral evidence, the appellant (or nominee) as well as a representative of the School concerned, or another such person deemed appropriate by the committee, shall be entitled to be present and to respond through the chair.
 - ix. Normally the appellant or the nominee will give evidence prior to any other witnesses but may be asked thereafter to explore any points of difference in the oral evidence presented or to explore new points raised.
- * For instance, a matriculated student, or an employee of the University, or an employee of the Student's Association.

2.9.6 Powers of the Committee

- i. On being satisfied that the appellant has been given a proper opportunity to present her/his appeal, the committee may:
 - a. reject the appeal and confirm the original decision which shall be final; or
 - b. request a board of examiners or other relevant person(s) (i) to reconsider the original decision in the light of new evidence adduced in the course of the appeal and (ii) thereafter to report to the Senate/ Academic Council; or
 - c. uphold the appeal. In the event, however, of the committee concluding that a final degree awarded by the examiners is not appropriate it shall simultaneously (i) make a recommendation accordingly to the

Senate/ Academic Council (the committee itself shall not have power to alter a final degree classification); and (ii) invite the Board of Examiners and/or other persons concerned to submit written comments to the relevant meeting of the Senate/ Academic Council

- iii. The committee shall present to the Senate/ Academic Council a brief report of all its proceedings.

<http://www.st-andrews.ac.uk/media/Code%20of%20Practice%20on%20Student%20Appeals,%20Complaints%20and%20Discipline.pdf>

3. LIFE IN PSYCHOLOGY

3.1 STAFF RESEARCH INTERESTS

The School of Psychology at St. Andrews is active in research and carries out projects in a wide range of areas of Psychology. This activity is important in itself but it also means that supervision of undergraduate research projects and teaching in general is in touch with the latest findings and fired by the lecturers' personal enthusiasms. For that reason you may be interested in the research interests of members of staff.

Staff can be contacted by email; email addresses are indicated in parentheses. Please check your email regularly as Staff will also use this form of communication to contact you. Further information is also available from the School's web pages accessible from the University's home page: www.st-andrews.ac.uk/

Dr Jamie Ainge (jaa7) is a neuropsychologist with interests in the underlying neural mechanisms of spatial and episodic memory. His research examines the internal spatial representations (cognitive maps) that animals form of familiar environments and how these may be used to encode information about experiences that occur in those places.

Dr Arlene Astell (aja3) - studies the cognitive neuropsychology of semantic and language processing and the impact of impairments on communication, with particular reference to people with dementia.

Dr Eric Bowman (emb)- studies information processing within reward and motivational systems of the mammalian forebrain. His current research interests include the effects of abused substances on the neural systems that respond to natural rewards and the neuropsychological analysis of incentive motivation.

Dr Gillian Brown (grb4) - studies sex differences in behaviour from neuroendocrine, developmental and evolutionary perspectives. Current interests include sex differences in rodent exploratory behaviour, infant primate development, birth sex ratios, female sexuality and evolutionary perspectives on human behaviour.

Professor Verity Brown (vjb) – studies the psychological and neurological properties of the control of voluntary action in humans and rats, and the role of frontal cortex and basal ganglia.

Professor Dick Byrne (rwb) – works on the evolution of cognitive and social behaviour, particularly the origins of distinctively human characteristics. Recent projects have included the study of manual skills in gorilla feeding, the ecology of baboon social structures, and the analysis of deception and intelligence in primates.

Dr Barbara Dritschel (bd9) – studies how cognitive processes (e.g., problem-solving, memory) are influenced by the emotional disorders of depression and anxiety as well as neurological impairments in both adults and children.

Dr Peter Földiák (pf2) – uses computational approaches (e.g. neural network models and new experimental techniques) to study sensory processing, especially vision. He is also interested in perceptual adaptation and semantic knowledge representation.

Dr Juan-Carlos Gómez (jg5) – studies communication and social cognition in human infants and non-human primates; cognitive development in infancy and the problem of implicit knowledge; autism; play behaviour in non-human primates.

Dr Thomas Hacker - has an interest in adult mental health. In particular in relation to the application of mindfulness in chronic/recurring mental health problems e.g. Depression, Anxiety; mental wellbeing, and applied radical behaviourist approaches e.g. Acceptance and Commitment Therapy in the understanding and treatment of psychopathologies.'

Professor Julie Harris (Julie.Harris) – is interested in visual perception, with particular interests in how binocular vision and eye movements are used for the perception of shape and depth and the control of action in 3-D space. Current projects include how binocular information is used for distance perception, how gaze patterns can be described in simple mathematical terms, and how we perceive motion in three dimensions.

Dr Paul Hibbard (pbh2) – studies human vision. Has a particular interest in the perception of motion and depth, the structure of the natural environment and the role of visual perception in the control of action.

Dr Ines Jentsch (ij7) – works in the field of cognitive neuroscience using event-related brain potential recordings in humans. Current interests include mental chronometry and information processing, particularly conflict control and mechanisms underlying sequential effects in speeded response time tasks; functional organisation of cortical motor structures involved in planning and control of voluntary movements.

Dr Clare Jonas is a cognitive psychologist interested in synaesthesia and its use as a tool in investigating typical cognition. Her current research interests are in the role of spatial processing in numerical cognition, childrens' mathematical ability, and synaesthesia's effects on memory.

Dr Angie Kehagia works on the cognitive and neural substrates of willed action and executive control. She studies neuropsychological deficits in patients, and uses techniques such as fMRI and pharmacological manipulations. In addition to her empirical work, she is interested in philosophical issues surrounding concepts of disorder in the cognitive, affective and psychiatric domains, and neuroethics

Professor Malcolm MacLeod (mdm) - works on social cognition. Current projects include the role of inhibitory control in social memory; memory malleability; memory for self; retrieval-induced forgetting and cognitive strategies to enhance eyewitness memory; the role of inhibition in recovery from trauma.

Dr Michael Oram (mwo) - conducts research into the neurophysiology underlying behaviour, particularly primate visual information processing and how this might lead to psychological phenomena related to perception. Current projects include the spatio-temporal resolution of neural signals, the neurophysiology of mental rotation and computational models of interactions between memories.

Professor David Perrett (dp) - studies the organization of higher visual processing. Current research focuses on how the visual system recognizes objects, individuals, their movements and their actions.

Dr Gerry Quinn (jgq) - has interests in human working memory; he is specifically interested in the structure and function of visuo-spatial memory.

Professor Steve Reicher (sdr) - has interests in group processes and collective behaviour; processes of mass social influence and political rhetoric and the psychology of social change.

Dr Sana Sheikh (ss96) - interests lie in the field of moral psychology. In particular, her work focuses on the motivations underlying people's sense of morality – especially on what is often called “conscience” – and the emotions (e.g., shame and guilt) and relational patterns (e.g., parental restrictiveness and warmth) associated with these motivations. Using diverse methodologies and studying specific cultural phenomena, her work aims to further understand the complexities of moral experience.

Professor Andrew Whiten (aw2) - conducts research on the development and evolution of behaviour. The current programme of work focuses on human and non-human primate infants both in the U.K. and at field sites in Africa. Specific projects are tackling the evolution and development of parent-infant interaction, social cognition and social learning processes.

Dr Dhanraj Vishwanath (dv10) research interests lie in 3D space and object perception. His current research focuses on surface representation, depth perception, pictorial perception, and the linkage between perception and eye movements. He has a special interest in foundational issues in computational approaches to perception, as well as applications of visual perception research to design and human factors.

Prof Klaus Zuberbuhler (kz3) - studies vocal communication in free-ranging primates in West Africa. Current research focuses on the cognitive mechanisms underlying primate semantic and syntactic communication.

3.2 SCHOOL SEMINARS

These talks are relevant to Psychology Honours students who should find them interesting. Visiting speakers are informed that students will be present and that the talk should be pitched at a bright undergraduate and not aimed at a small handful of very specialist research staff. **All Honours students are expected to come to these talks at 3.30 p.m. on Fridays.** A seminar timetable with a list of speakers is published early in each semester and can be found on <http://psy.st-andrews.ac.uk/events/seminars.shtml> or on the notice board in the School foyer. Undergraduates are invited to join the speaker, staff and postgraduates for a drink or a meal in the evening after the seminar.

3.3 READING PARTY

Each year, members of the JH class and the teaching staff spend two days at a remote location in the Highlands. This period of guest lectures, country walks and games helps us all to get to know one another better - an important consideration in a large School. This year the Reading Party will take place on **Friday 14th October (start around 1pm) to Sunday 16th October** (back at about 5pm) and will be based at Newtonmore. For more information about the Reading Party see the information boards or contact the organiser, Dr Sana Sheikh (ss96).

3.4 BPS RECOGNITION

THE GRADUATE BASIS FOR REGISTRATION AS A MEMBER OF THE BPS

If you are intending to pursue a career as a professional psychologist, it will be important that your degree is "recognised" by the British Psychological Society as providing Graduate Basis for Registration (GBR). The Single Honours Degree at St. Andrews is a recognised degree for this purpose (as is a Joint Honours in which the necessary components are taken - contact the Honours Advisor of Studies for more information). BPS recognition requires performance to be at least at the level of a 2:2 degree classification. Registration provides openings to a wide range of careers in health and social welfare (clinical Psychology, educational Psychology, social work etc.). The Careers Advisory Centre has information about opportunities for psychologists, and for further information you can write to:

The British Psychological Society,
St Andrews House,
48 Princess Road East,
LEICESTER LE1 7DR

Email: enquiry@bps.org.uk
Web: <http://www.bps.org.uk>

3.5 CAREERS AND POSTGRADUATE COURSES

Information about research posts and postgraduate courses in Psychology is filed in the South Street Library (ask at the desk). Around 95% of St Andrews Psychology graduates typically go directly into full-time employment, training or research. About a third of these continue with Psychology as a career, and nearly 15% start Ph.D. courses - a very high proportion for a British Psychology department, reflecting the enthusiasm and commitment with which students undertake their projects. Those entering teaching (about 15%) will of course include a proportion that return to Psychology as educational psychologists, and likewise some of those (about 5%) starting in voluntary work, medicine or nursing may ultimately become clinical psychologists. About 60% go into less closely related careers, many into managerial and personnel work in industry, accountancy and banking, others entering law, the civil service, the media, sales and marketing, and a whole range of other careers.

3.6 USEFUL CONTACTS

IT helpdesk is the first point of contact for anyone with computer-related queries or difficulties with passwords, emails, printing, etc. You can also buy computer consumables such as printer cartridges and disks. Opening Hours Mon-Fri 09.00-18.00 during Semester. and Mon-Fri 09.00-17.00 during vacation. Contact by email: helpdesk@st-andrews.ac.uk (email contact preferred); tel: 01334 46 3333; web: <http://www.st-andrews.ac.uk/lis/> There is also a Mathematics Support Centre. Students lacking confidence in their mathematical ability or having difficulty with any mathematical or statistical aspect of a course are encouraged to visit the University's Mathematics Support Centre - a place where students from all schools can obtain one-to-one help with any mathematics-based problem. The Centre is in the Saltire Building, 91 North Street and is run by an experienced Mathematics teacher. To find out more, go to: www.st-andrews.ac.uk/saltire/maths_centre.php.

4.0 KEY DATES

Pre-Sessional Week Starts	Monday 19 September 2011
Advising	Tuesday 20th/Wednesday 21st September 2011
Semester 1 Begins	Monday 26 September 2011
Introductory Talks	<i>Senior Honours</i> - Monday 26 September 2011, 10 - 11am in Old Library and <i>Junior Honours</i> - Monday 26 September 2011, 9 – 10 am in United Colleges School 6
Part 2 JH Modules Commence	Monday 31 st October 2011
Reading Week	Week Beginning Monday 7 November 2011
St Andrews Day - No Teaching	Wednesday 30 November 2011
Semester 1 SH Module Essays	Submission Due Monday 5 December 2011 at 5pm
Christmas Vacation	Saturday 17 December 2011 to Wednesday 4 January 2012
Revision Period	Commences Wednesday 4 January 2012
Semester 1 Examination Diet	Tuesday 10 January 2012 - Friday 20 January 2012
Semester 2 Teaching begins	Monday 6 February 2012
Part 2 JH Modules Commence	Monday 12 March 2012
PS4060 SH ESSAY	Submission Due Monday 19 March 2012 by 5pm (On MMS)
Spring Vacation	Saturday 24 March 2012 to Sunday 8 April 2012
PS4040 JH REVIEW	Submission due Monday 16 April 2012 at 5pm (On MMS)
PS4050 SH PROJECT	Submission due Monday 16 April 2012 at 5pm (On MMS)
Semester 2 SH Module Essays	Submissions Due Tuesday 23 April 2012 at 5pm
May Day Holiday	Monday 7 May 2012
Semester 2 Examination Diet	Saturday 12 May 2012 - Thursday 24 May 2012
	Orientation Week and Reading Week are integral parts of the University semester, and students are expected to devote these periods to their studies. Students are also expected to be available for the entire examination period.

5.0 KEY CONTACTS

Head of School:	Professor Verity Brown (vjb)	
Director of Teaching:	Dr. Juan Gomez	(jg5)
	Dr Gerry Quinn (Sem 1)	(jqj)
Honours Course Controller:	Dr. Gerry Quinn	(jqj)
Advisor of Studies(Arts):	Dr Klauz Zuberbuhler	(kz3)
	Dr Nicole Tausch	(nt20)
Advisor of Studies (Science)	Dr M Oram	(mwo)
	Dr A Seed	(ams18)
Disabilities Advisor	Dr G Quinn	(jqj)
Examinations Officer	Dr Peter Foldiak	(pf2)

Junior Honours Module Controllers:

PS 4040 *Psychology Review* (JH) Dr Gerry Quinn

The module controllers for the lecture-based modules are the individual lecturers delivering the modules.

Senior Honours Module Controllers:

PS4050 *Psychology Project* Dr. Gerry Quinn
PS4060 *Review Essay (SH)* Dr. Gerry Quinn

The module controllers for the seminar modules are the individual staff members delivering the seminars