Lectures:
The Enrolment Lecture is on Thursday 12th September at 12pm in Physics Lecture Theatres A & C. Lectures will continue, same time and place, from Monday 16th. Lectures are held on Mondays, Wednesdays, Thursdays, and Fridays.

Workshops:
Workshops are compulsory and begin in Week 2. They are held in the Old Library in the School of Psychology & Neuroscience Main Building, St Mary’s Quad. You will be informed of your workshop time in Week 1. Workshops are held at the following times: Mondays: 10-12pm, 2-4pm, 4-6pm; Tuesdays: 9-11am, 11-1pm, 2-4pm.

*Please note; lectures and workshops begin at 10 minutes past the hour and finish 5 minutes to the hour to give you time to move between classes.

Textbooks:

Short loan copies of the textbooks are available at the library. Additional readings will be given electronically throughout the semester.

Orientation Event:
School of Psychology & Neuroscience Welcome Event: Wednesday 11th September 3-5pm, St. Mary’s Quad, South Street. Psychology and Neuroscience students are invited to join us as we celebrate the start of the new academic year. This is a particularly good opportunity for first year students to come and meet fellow classmates, senior students and members of our teaching team.

We really look forward to meeting you!
Teaching Ethos: it’s a journey, not a destination...

... and we believe that we are on this journey together. Teaching and learning are two sides of the same coin. We believe that the responsibility for your education is shared: you do your bit and we do ours. Together we can create an environment that will support and foster your academic growth. Specifically, we want to help you develop your autonomy and your feeling of competency and help you to see the ways that psychology and neuroscience relate to your personal goals and aspirations. While a degree certificate is worth many things, we believe that an education is worth even more and through your educational experience, in partnership with us, we want you to master a variety of skills that will be valuable to you for the rest of your life. We believe that we can achieve this, if we work in unison.

Example considerations for students
- Plan your time to fit play into your work schedule
- Reflect on your choices and alternatives
- Read, try & check rather than simply ask
- You can’t do it if you don’t try
- Take note of feedback to consolidate strengths
- Identify and be able to articulate all facets of your learning
- Find relevance of your study to your future plans
- Talk with and respect your peers and staff
- Provide constructive feedback to staff

Example considerations for staff
- Reduce external pressure and increase student ownership
- Maximise student choice wherever possible
- Encourage discussions and debate
- Optimise level of challenges/tasks
- Make progression explicit
- Provide positive and constructive feedback
- Stress importance/value of each module
- Show openness to student feedback
- Be involved with student concerns & aspirations
- Availability to students

Maximal learning
- Personal Autonomy
- Feelings of Competence
- Relatedness to you

Active learning
- Choice
- Reflection

Ability/Skills
- Knowledge base
- Assessment

Personal goals
- Common curriculum
- Module culture