2.4 Relationship between course and program learning outcomes and assessments

	Program Learning Outcomes			
CLO	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication,

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course provides an advanced treatment of the neuroscience of learning, memory, and motivation. It follows on, and assumes knowledge, from PSYC2081 Learning and Physiological Psychology. This course is complementary to PSYC3241 Psychobiology of Memory in the sense that both courses provide an advanced perspective on issues in biological psychology.

As this course is being delivered both face-to-face and online (for students overseas) for 2022, there are some important points to note:

1) For face-to-face tutorials, you are expected to attend those tutorials as scheduled and timetabled. If you have been placed in an online tutorial, then online materials are available on Moodle to provide the same materials and support the same learning outcomes as the face-to-face practicals.

2) Some components of the course are completely asynchronous, meaning you have access to them throughout the course and can undertake them in any order (e.g. lectures). However, we strongly recommend you adhere to a weekly schedule as indicated in Moodle and do not try to leave everything until the end of the course. There is strong evidence that spaced learning is better than massed, and there will be too much information to absorb if you try to leave everything until the last few weeks – interaction with course materials will be monitored through Moodle.

3) Other components of the course are synchronous, meaning you

presented in Moodle; when, how, and if you choose to complete them is up to you. There will be no formal assessment of your performance in these mini-quizzes – it is entirely to allow you to judge your own performance in, and understanding of, the course at this time, and to help you to prepare for the final examination. It is strongly recommended that you make use of this opportunity to prepare for the final examination, and seek feedback from tutors in tutorial time regarding the correct answers (and the reasons behind them). We have good evidence that students making use of these quizzes perform better in the final exam.

4. Course schedule and structure

Each week this course typically consists of 2 hours of lecture material, 1-2 hours of tutorials practicals, and 1-2 hours of online activities. Students are expected to take an additional 7 hours each week of self-determined study to complete assessments, readings, and exam preparation.

Week	Online recorded lecture topics (recommended order, but can be taken in any order)	Tutorial topics

Week 6 04/07/2022	Flex week	Flex week		
Week 7 11/07/2022	Neural basis of action and choice (Killcross)	Instrumental conditioning practical There should be time for a 30-min period at the end of the tutorial in which you could give and receive feedback from other students on your posters – this is voluntary.	Material also covered in online demonstration pack	Mini-Quiz on Instrumental conditioning **Recorded poster submission (end Week 7)**
Week 8 18/07/2022	Neurobiology of addiction and animal models of mental disorders (Clemens)	Pavlovian-instrumental transfer practical.	Material also covered in online demonstration pack	Mini-quiz on Pavlovian-instrumental transfer Recordings for peer-review exercise released
Week 9 25/07/2022	Neurobiology of addiction and animal models of mental disorders (Clemens)	Conditioned reinforcement practical.	Material also covered in online demonstration pack	Mini-quiz on Conditioned reinforcement **Peer review feedback submission (end Week 9)**
	and animal mental disorders (Clemens)	Exam preparation	Exam preparation **Practice Inspera exam session**	Exam preparation

end of Week 7. There should also be 30 minutes available at the end of your tutorial in week 7 to give or receive feedback on each other's posters. This peer-to-peer feedback session is voluntary. Assessment of your recorded presentation will count fo

Late penalties: deduction of marks for late submissions will be in accordance with UNSW and School policy (see: Psychology Student Guide). Unless Special Consideration is granted or there is a time extension as part of an ELP, a 5% per day penalty will apply. Any assessment submitted after 5 days

[APA 7th edition](#).

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

8. Administrative matters

The School of Psychology Student Guide contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- x Attendance requirements
- x Assignment submissions and returns
- x Assessments
- x Special consideration
- x Student code of conduct
- x Student complaints and grievances
- x Equitable Learning Services
- x Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- x The Current Students Gateway: https://student.unsw.edu.au/
- x Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- x Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing
- x Equitable Learning Service: https://student.unsw.edu.au/disability-services
- x UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html