

Course Regulations 2023-24

Psychology and Global Sustainable Development (C8L8) Psychology and Global Sustainable Development with Intercalated Year (C8L9)

Course Requirements

Candidates must satisfy the University's General Entrance Requirements. In addition, candidates are required to have achieved a minimum grade of 6 in their GCSE English and a minimum grade of 6 in GCSE Mathematics (or equivalent).

There are no specified A-level subjects, although General Studies and Critical Thinking are not accepted.

Scheme of Study

Three years full-time study leading to the degree of BAsc (Honours) Psychology and Global Sustainable Development or BAsc (Pass) Psychology and Global Sustainable Development (UCAS course no. C8L8).

Or, with departmental approval in the second year, **four years full-time** with the third year being an intercalated one that is spent either studying abroad, on a work placement or taking a combination of the two, leading to the degree of BAsc (Honours) Psychology and Global Sustainable Development with Intercalated Year or BAsc (Pass) Psychology and Global Sustainable Development with Intercalated Year.

A student following an Honours Degree must take a minimum of 360 CATS during their course, comprised of 120 CATS per year. For the BAsc Psychology and Global Sustainable Development course credits are normally split equally between Global Sustainable Development (GSD) modules and modules offered by the Department of Psychology.

First Year

In the first year students take 120 CATS of required core modules. These required core modules must be passed in order to proceed to the second year of study,

Required Core Modules

Module Code	Module Name	Credit
GD104	Economic Principles of Global Sustainable Development	15
GD105	Environmental Principles of Global Sustainable Development	15
GD106	Social Principles of Global Sustainable Development	15
GD107	Global Sustainable Development Project	15
PS121	Brain and Behaviour (term 1)	15
PS120	Neuropsychology & Psychopathology (term 2)	15
PS122	Psychology in Context (term 2)	15
PS123	Psychology in the Real World I (term 1)	15

Second Year

In the second year, students may opt to spend terms two and three studying abroad at one of the University's partner institutions.

For students who choose to stay at Warwick for the whole of their second year:

Students are required to take 60 credits of GSD modules comprised of one 30 CAT optional core plus further module(s) totalling 30 CATS selected from the range of modules available across the University (including from within the Global Sustainable Development Division of the School for Cross-faculty Studies) which have a global sustainable development focus.

NB Students may not choose modules from Psychology to serve as modules with a global sustainable development focus but must choose modules either from within GSD itself or from another department in the University.

In addition, students choose 60 CATS (comprised of four 15 CAT modules) of optional cores from the range offered by the Psychology Department.

Optional Core Modules

Module Code	Module Name	Credit
One of the following:		
GD204	Health and Sustainable Development	30
GD205	Security, Sovereignty and Sustainability in the Global Food System	30
GD206	Inequalities and Sustainable Development: Inclusion and Dignity for All	30
Four of the following:		
PS201	Individual Differences	15
PS210	Language and Cognition (term 1)	15
PS211	Perception, Planning and Action (term 1)	15
PS218	Developmental Psychology (term 2)	15
PS219	Psychobiology (term 2)	15
PS220	Social Psychology (term 2)	15

Optional Modules

Module Code	Module Name	Credit
	Any approved module with a global sustainable development focus offered by any department except Psychology	30

Students should discuss their choice of modules with their Personal Tutor and obtain approval from the Director of Undergraduate Studies before registering on the module(s).

For students who choose to spend the second and third terms studying abroad at a partner institution:

Students are required to register on the module GD200 (Study Abroad Part Year) which enables the recognition of their period of study abroad. In the first term at Warwick, they must take either, Health and Sustainable Development (15 CATS) or Security, Sovereignty and Sustainability in the Global Food System (15 CATS) or Inequalities and Sustainable Development: Inclusion and Dignity for All (15 CATS) and further relevant second year modules from within or outside of the School totalling 15 CATS. In addition, they take optional core modules offered by the Psychology Department worth up to 30 CATS. Whilst abroad, students are required to study relevant approved modules equating to 60 credits selected from those offered by the partner institution.

NB Students may not choose modules from Psychology to serve as modules with a global sustainable development focus, but must choose modules either from within GSD itself or from another department in the University.

Core Module

Module Code	Module Name	Credit
GD200	Study Abroad Part Year	60

Optional Core Modules

Module Code	Module Name	Credit
One of the following:		
GD209	Health and Sustainable Development	15
GD207	Security, Sovereignty and Sustainability in the Global Food System	15
GD208	Inequalities and Sustainable Development: Inclusion and Dignity for All	15
Two of the following:		
PS201	Individual Differences (term 1)	15
PS210	Language and Cognition (term 1)	15
PS211	Perception, Planning and Action (term 1)	15
PS218	Developmental Psychology (term 2)	15
PS219	Psychobiology (term 2)	15
PS220	Social Psychology (term 2)	15

Optional Modules

Module Code	Module Name	Credit
	Any approved module with a global sustainable development focus offered by any department except Psychology	15

Students should discuss their choice of modules with their Personal Tutor and obtain approval from the Director of Undergraduate Studies before registering on the module(s).

Final Year (may be year 3 or 4)

Students are required to take the core GSD module Dissertation (30 CATS) plus further relevant modules from within or outside of the School totalling 30 CATS. In addition, they take 60 credits of optional final-year modules offered by the Psychology Department.

NB Students may not choose modules from Psychology to serve as modules with a global sustainable development focus, but must choose modules either from within GSD itself or from another department in the University.

Core Module

Module Code	Module Name	Credit
GD307	Global Sustainable Development Dissertation/Long Project	30

Optional Modules

Module Code	Module Name	Credit
	Any approved final year module(s) offered by the Psychology Department	60
	Any approved module with a global sustainable development focus offered by any department except Psychology	30

Students should discuss their choice of modules with their Personal Tutor and obtain approval from the Director of Undergraduate Studies before registering on the module(s).

Students on the four year course with intercalated year, spend the third year either studying abroad, on a work placement, or taking a combination of the two activities. They are required to register accordingly on the following modules:

Module Code	Module Name	Credit
GD201-120	Study Abroad Full Year	120
GD202-120	Work Placement Full Year	120
GD314-60	Work Placement Part Year	60
GD215-60	Study Abroad Part Year	60

Weightings

The Psychology and Global Sustainable Development course is a three or four year degree. The relative weightings attached to each year of study are:

Year	Weighting
1	0%
2	50%
Final year (may be year 3 or 4)	50%

Progression Criteria

Students commencing in and before 20-21:

In order to progress to the second year of study, students in their first year on the GSD degree must pass all required core modules and all required core optional modules with an overall mean of at least 40%.

In order to progress to the third year of study, students in their second year on the GSD degree must pass 60 CATS including all required core modules and have an overall mean of at least 40%.

Degree Classification Conventions:

For an Honours degree (whether of three or four years' duration), a candidate must pass (at the 40% module pass mark) in the final two years contributing to the degree classification, whole modules equating to at least 168 credits in total, including at least 80 credits taken in the final year. In order to be awarded an honours degree, students must pass the core final year module Dissertation (GD307-30).

For a Pass degree (whether of three or four years' duration), a candidate must pass (at the 40% module pass mark) in the final two years contributing to the degree classification, whole modules equating to at least 150 credits in total, including at least 50 credits taken in the final year.

To be provisionally classified in the class indicated by the mean, a candidate must achieve marks in that class or higher in whole modules, equating to at least 48 credits in total, which are relevant to the discipline(s) named in the degree title, and which are taken in the final two years contributing to the degree classification. Departments may specify how the 48 credits must be distributed over the final two years. Course information provided by departments to students will specify:

- the criteria for determining if a module is relevant to the discipline(s) named in the degree title;
- any additional requirements for specific modules which must be included within the 48 credits, or requirements as to the distribution of the 48 credits over the final two years. In the case of Economic Studies and GSD, in order to be awarded an honours degree, students must pass the core final year module Dissertation (GD307-30).

Students commencing in 21-22 and after:

In order to progress, each year students must pass at least 90 CATS including all required core modules and all required core optional modules with an overall mean of at least 40%. A new Remedy Failure policy has been introduced, see: <https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure/>

University Progression and Degree Classification Conventions can be found on the Education Policy and Quality website.

Rules for Award

These rules for award are applicable to all students commencing their programme of study from the Academic year 2021/22.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework and Regulations. These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications.

DEFINITIONS

Required core modules:	These are undergraduate modules that must be passed for progression to the next year (or stage). Departments must list the required core modules in information to students.
Rounding of marks:	Component marks and module marks are rounded to the nearest integer (where 69.5% is rounded to 70%). End of year (or stage) averages and final degree classification averages are rounded to one decimal place (where 69.95% is rounded to 70.0%).
Rounding of marks:	The arithmetic mean of module marks (using capped marks achieved due to reassessment of modules), weighted to take account of the size of the module (credit weighting) and rounded to one decimal place for each year (or stage) of study. Some courses specifically permit students to follow and be assessed in more modules than is normally required (overcapping), as outlined in the <u>credit and module framework</u> . In these circumstances a student's year (or stage) average is the arithmetic mean of the subset of whole modules, weighted according to their credit weighting, using any capped marks achieved due to reassessment of modules, which satisfies the course specification.
Progression Average	Where a student has passed at least 90 credits (including all <i>required core modules</i>) but cannot progress because the year (or stage) average is lower than the progression requirement (and this is a consequence of carrying one or more capped module mark(s) at 40%), the Board of Examiners can calculate a <i>progression average</i> (rounded

	to one decimal place) using the uncapped module marks.
The award classification average:	The arithmetic mean of module marks, (using any capped marks achieved due to reassessment of modules), weighted to take account of the size of the module (credit weighting), and year (or stage) of study. The <i>award classification average</i> shall be expressed as a percentage, rounded to one decimal place. Some courses permit students to follow and be assessed in more modules than is normally required (overcutting), as outlined in the <u>credit and module framework</u> . In these circumstances a student's <i>award classification average</i> is the arithmetic mean of the module marks weighted to take account of the size of the module (credit weighting), and year (or stage) of study, using any capped marks achieved due to reassessment of modules. The modules chosen to be used in the <i>award average calculation</i> must be those used in the calculation of each year (or stage) average.
Provisional award classification:	The award classification as indicated by the <i>award classification average</i> as set out in <u>Appendix A: Degree Classifications</u>
Final award classification:	The award classification after any borderline considerations, mitigating circumstances and other course specific regulations are considered alongside the <i>award classification average</i> by the Board of Examiners.

1. Principles

1.1 The University operates a unified set of rules for the award for all undergraduate and taught postgraduate qualifications, which are not otherwise constrained by accreditation requirements.

1.2 These arrangements are consistent with the QAA Framework for Higher Education

Qualifications and take account of module and course learning outcomes.

1.3 The Rules for Award are designed to ensure:

- (a) The University's arrangements are transparent;
- (b) The arrangements are clear and comprehensible for all students and staff;
- (c) The arrangements in academic departments are consistent with those which have been approved by the Senate.

2. Grading and Marking

2.1 All marks should be given on the University's marking scale available at:

<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/marking/>.

2.2 There is no provision for passing a module by compensation, unless required by accrediting bodies.

3. Minimum Pass Mark for Modules

3.1 The minimum pass mark for all undergraduate modules at FHEQ levels 4, 5 and 6 is 40%.

3.2 The minimum pass mark for all integrated master's modules at FHEQ level 7 is 50%.

3.3 The minimum pass mark for all postgraduate modules at FHEQ level 7 is 50%.

4. Course Specifications

4.1 Course documentation sets out the minimum credit that must be studied and passed.

4.2 The minimum credit that must be taken and passed for each award, alongside rules for which modules are required core, core, optional core and optional, can be found in course student handbooks.

5. Progression and Eligibility for Award

5.1 The minimum attendance, study and credit requirements for awards are specified in the Credit and Module Framework, and the University's Regulations.

5.2 Students are normally only able to progress to the next year (or stage) of a course or to the award of a degree, diploma or certificate when they have:

- (a) Taken the required credits at the levels specified in the Credit and Module Framework and passed the required minimum credit at the level(s) specified in the relevant sections below and;
- (b) Met the learning outcomes for the relevant year (or stage) of a course, as set out in the Course Approval documentation.

5.3 Course documentation provided to students must, therefore, explicitly identify the specific modules, if any, for which credit **must** be taken and passed in order to progress on any given course, as per the arrangements set out in the relevant sections below.

5.4 The Board of Examiners will recommend to the Sub-Group of Senate for the Award of Undergraduate and Postgraduate Taught Degrees, the *final award classification* of candidates for whom they are responsible on behalf of the Senate.

6. Reassessment

6.1 Undergraduate and Postgraduate Taught students are permitted one first attempt and one resit reassessment opportunity to pass a module, with the exception of exempt modules (e.g. required laboratory tests) as specified in [Regulation 8](#). Full information on remedying failure is set out in the [policy on the right to remedy failure](#).

6.2 Clause 6.1 does not apply to professional practice modules. The right to remedy failure on professional practice modules is subject to the decision of

the Board of Examiners, taking into account relevant professional standards and requirements.

- 6.3 Where a module has been passed overall, students are not permitted to remedy failure in individual assessment components, including a situation where a candidate is absent or fails an assessment component because of mitigating circumstances, unless the requirement to pass these components has been specified in the Module Approval form.
- 6.4 The maximum pass mark that can be achieved on reassessment in undergraduate modules at FHEQ levels 4, 5 and 6 is capped at 40%.
- 6.5 The maximum pass mark that can be achieved on reassessment in integrated master's modules at FHEQ level 7 is capped at 50%.
- 6.6 The maximum pass mark that can be achieved on reassessment in postgraduate modules at FHEQ level 7 is capped at 50%.
- 6.7 Any capped module marks achieved, as outlined in clauses 6.4 – 6.6, should be included as the definitive module mark and when calculating an *award classification average* or a *year (or stage) average*. The uncapped mark must be recorded by the student's department as part of their departmental student record and may be used in determining progression in certain circumstances (see Definitions: *Progression average* and Appendices).
- 6.8 Where a module has more than one element of assessment, the final mark for the module will normally be the weighted average of the marks for the individual assessment components rounded to the nearest integer (see Definitions: *rounding of marks*). The department responsible for the module must specify, in information provided to students, whether or not it is a requirement to achieve a pass mark in each or any particular element of assessment.
- 6.9 Where a module has more than one element of assessment, the department responsible must specify, in module and course information provided to students, the requirements for resit reassessment in the case where some elements of assessment are passed and some elements are failed.
- 6.10 Postgraduate taught students who obtain a mark of 30 or less in the dissertation (or major project) carrying a credit weighting of more than 60 credits will only be permitted to submit a re-worked submission for examination against different learning outcomes, the achievement of which would enable them to be considered for the award of a Postgraduate Diploma, except as set out in section 7 below.
- 6.11 Where postgraduate taught students have failed the first attempt of a taught module, dissertation or similar piece of independent project work as a result of penalties for late submission, the student should receive a fail for the assessment. In light of the fail mark, departments will have the discretion to either require:
 - (a) The student to undertake a new assessment, dissertation or project and the mark awarded to be capped at 50%Or

- (b) In instances where it is impractical for the department to allow the student to undertake a new assessment, the student will not be permitted an opportunity to resubmit their work, but a capped overall module mark of 50% will be awarded at the next meeting of the Board of Examiners.

7. Board of Examiners' Discretion

- 7.1 When considering a student's progression or eligibility for award, the relevant Board of Examiners has the power to apply discretion in the form of 'Mitigating Circumstances'.
- 7.2 Where there is evidence of serious medical or personal problems disclosed to, and discussed by the relevant departmental Mitigating Circumstances Panel, that panel may make recommendations to the relevant Board of Examiners as to the extent to which these circumstances should be taken into account, as set out in the Mitigating Circumstances Policy and Guidance.
- 7.3 The Board of Examiners must not amend module or component marks as a result of accepted mitigating circumstances claims. The exception to this is set out in Convention L: Absence from a University Examination and Uncompleted Assessed Work, in which case the Board of Examiners is permitted to recalculate a module mark. A recalculation must only be based on the elements of the assessment which were not affected by mitigating circumstances.
- 7.4 Any discretionary consideration should be clearly minuted by the Board of Examiners.
- 7.5 Individual Mitigating Circumstance case details must not be discussed at the Board of Examiners.

8. Bachelor's Degrees

- 8.1 Bachelor's Degrees are awarded and classified according to the general rules under sections 1 – 7 above.
- 8.2 Students must pass 90 credits (including all required core modules) with an overall year (or stage) average mark of 40% over 120 credits taken at each level of study to progress to the next level of study or to be eligible for the award of an Honours degree, unless constrained by accreditation requirements.
- 8.3 Where more stringent requirements are required (e.g., accrediting bodies), approval of variations to these progression requirements should be sought from the Academic Quality and Standards Committee.
- 8.4 The progression requirements set out above are subject to Regulation 8.3(3)(a), 8.3(4)(d) relating to the progress of students, which confirm that if an appropriate standard has not been achieved in required laboratory tests at a first attempt, a candidate can be required to withdraw. Information provided to students must specify any laboratory or practical assessments which must be passed in order to proceed.

8.5 The degree classification for a Bachelor's Degree with Honours is determined by the relative weightings attached to the different years (or stages) as specified in the course regulations.

8.6 The *award classification average* and requirements for a student to be *provisionally classified* for the award of a Bachelor's Degree, or any associated exit awards, are set out in Appendix A: Bachelor's Degree Classifications.

8.7 To be provisionally classified in the class indicated by the award classification average, in addition to the clauses above, a candidate must achieve marks in that class or higher in separate whole modules, equating to at least 48 credits in total, which are relevant to the discipline(s) named in the degree title, and which are taken in the final two years contributing to the degree classification. Course information provided by departments to students will specify:

- the criteria for determining if a module is relevant to the discipline(s) named in the degree title;
- any additional requirements for specific modules which must be included within the 48 credits, or requirements as to the distribution of the 48 credits over the final two years.

8.8 Appendix B contains additional conventions governing the provisional classification of candidates on particular degree courses or in particular departments. Additional conventions must be approved by the Academic Quality and Standards Committee.

Borderline Criteria

8.9 Where a student's award classification average is within 2.0 percentage points to the higher classification, the student should be promoted if:

- (a) More than 50% of weighted credits (weighted by year) counting towards the final classification are at or above the class boundary,
OR
- (b) Exactly 50% of weighted credits (weighted by year) counting towards the final classification are above the class boundary, and either:
 - i. The year (or stage) average in the final year is above the class boundary OR
 - ii. Average performance in core modules is above the class boundary

8.10 Where there are up to 30 credits of module marks which end in a 9 in the immediate lower degree classification, this should be treated as marks lying in the higher degree class (without any change to any average calculations) if this meant that they now satisfy the credit criteria set out in 8.9 (a) or (b) above.

Appendix A

Bachelor's Degree Classifications

- 1) For courses leading to a Bachelor's degree with honours, the following degree classifications must be applied. The award classification average indicates the provisional classification as follows:

Classification	Award Classification Average
First (Hons)	70.0% and above
Upper Second (Hons)	60.0% - 69.9%
Lower Second (Hons)	50.0% - 59.9%
Third (Hons)	40.0% - 49.9%
Pass degree	35.0% - 39.9%
Fail	34.9% and below

- 2) For a Bachelor's degree, or any associated exit qualifications, to be provisionally classified in the class indicated by the award classification average a student must meet the requirements set out below:

Qualification	Total minimum credit to be taken	Total minimum credit to be passed	Pass Mark for total minimum credit	Highest level of credit	Minimum credit to be passed at the highest level
Bachelor's Degrees					
Honours Degree	360	270	40%	FHEQ 6	90
Pass Degree	300	240	40%	FHEQ 6	60
DipHE	240	180	40%	FHEQ 5	90
CertHE	120	90	40%	FHEQ 4	90