

Department of Psychology

MSc Behavioural & Economic Science
(Science Track) Handbook

2023-2024

Contents

Departmental information	6
Welcome.....	6
Introduction.....	6
Departmental contact details.....	6
How we communicate with you.....	7
IT systems	8
Staff details.....	9
Academic Staff.....	9
Support staff.....	10
Roles in the department.....	11
Who to talk to.....	12
Starting out.....	14
Welcome Week	14
The Students Union	14
Transitional support for international students.....	14
Policies and disclaimers.....	16
Data protection	16
IT use.....	17
Attendance requirements and monitoring	18
Monitoring points for 2023/24.....	18
What if I know I will miss a monitoring point?	19
What happens if I miss a monitoring point?	19
Attendance requirements	19
Keeping in contact with the department	19
Transcripts/HEAR, degree certificates, and reference requests	20
Transcripts/HEAR.....	20
Degree certificates.....	20
Reference requests.....	20
Course information.....	21
Course costs.....	21
Additional student funds	21
Course Regulations - Route: C8P7 - MSc in Behavioural and Economic Science	21
Course Structure & regulations	21
Credit Weighting.....	22
Exit Awards	22

Rules for Award	23
Definitions	23
1. Principles	24
2. Grading and Marking	24
3. Minimum Pass Mark for Modules	24
4. Course Specifications.....	24
5. Progression and Eligibility for Awards	24
6. Reassessment	25
7. Board of Examiners' Discretion	26
8. Bachelor's Degrees	26
9. Integrated Master's Degrees	27
10. Taught Postgraduate Qualifications and Classification	28
Postgraduate Taught Degree Classification.....	29
Department Module information.....	30
Psychology Postgraduate Modules and conveners (23/24 academic year).....	30
Registering on modules	30
De-registering from modules	31
Workload and study time	31
Academic Calendar	32
Term dates.....	32
Timetables	32
Assessment and Feedback deadlines	32
Examinations and assessment.....	33
Assessment conventions	33
Submission of Assessed work.....	33
Marking.....	33
Faculty of Science Assessment Criteria for PGT (Marking Scale)	34
Academic Integrity and Academic Misconduct (Cheating and plagiarism).....	35
Plagiarism	35
Poor Academic Practice (PAP)	35
How is plagiarism detected?	35
How do I avoid plagiarism and poor academic practice?.....	36
Artificial Intelligence (AI)	36
Collusion	36
Fabrication of data	37
What will happen if Academic Misconduct is suspected?	37

Resources and support	37
Extension requests	38
Late submission policy.....	38
Departmental policies on word count.....	38
Release of marks and feedback.....	38
Exceptions.....	39
Troubleshooting	39
Examinations	39
Academic Appeals	40
Psychology Teaching & Assessment Strategy: A brief Student Guide.....	40
Warwick Assessment Aims	40
What type of assessments are used in Psychology?	40
I have a disability and need reasonable adjustments	41
Timing and Turnaround time for all assessed work	41
How will you mark my work?	41
Moderation process	42
Quality assurance for assessment and feedback	42
Resits/remedying failure/Further First attempt requirements.....	42
Board of Examiners procedures, including procedures for recording mitigating circumstances	44
Exam board dates.....	44
Mitigating circumstances	44
Definitions of Mitigating Circumstances and Reasonable Adjustments	44
Mitigating circumstances: advice for students.....	45
Pastoral Care and Support.....	52
Personal tutors	52
Additional academic support	52
Student Information Centre	52
Student engagement	53
The PGSSLC.....	53
University Feedback and Complaints procedures.....	53
University information	54
Term Dates	54
Community	54
University Policies For All students	55
University Information For Postgraduate Taught students	56
Masters Skills Programme	56

PG Hub.....	56
Specific support for international students.....	56
Policies for Postgraduate Taught Students	56
Learning Resources and Student Support	57
Library.....	57
Student Opportunity	58
Student Experience.....	58
IT Services as part of the Information and Digital Group	59
Language Centre.....	59
Wellbeing and advice	60
Wellbeing Support Services.....	60
Counselling and Psychology Interventions Team.....	61
Disability Services	61
University Dean of Students and Faculty Senior Tutors.....	61
Personal Tutors.....	62
Residential Community Team.....	62
University Health Centre	63
Chaplaincy	63
Warwick Students’ Union Advice Centre.....	63
Student Funding Support.....	64
Community Safety	64
University Children’s Services.....	64
Education Group.....	66
Finance	66

Departmental information

Welcome

A very warm welcome to the Warwick Psychology Department!

The Department of Psychology was founded in 1974 and is part of the Science Faculty of the University of Warwick. Psychology at Warwick offers you outstanding opportunities. You will enjoy a full and varied programme, and events organised by our highly active Psychology Student Society. Studying in an internationally leading research Department, you will conduct research from your very first year and enjoy the nationally commended resources provided by our research laboratories (including, amongst others, a full driving simulator, sleep labs and baby research labs)

We look forward to an exciting new year in 2023.

Welcome to the course

The MSc in Behavioural and Economic Science is a joint degree programme run by the Departments of Psychology and Economics, in conjunction with Warwick Business School.

The information contained in this handbook is for students on the **Science Track** who are administered by the Psychology Department. Students on the Economics Track should direct their enquiries to the Economics Postgraduate Office (economics.pgoffice@warwick.ac.uk).

Introduction

This Handbook is a summary of departmental and relevant university procedures. It is designed to be a reference for you throughout your course, and to help new students find their way.

For any changes to regulations and procedures during the academic year, the [BES Student pages](#) on the Psychology website will remain your reference point. We may also email you if there is anything we need to advise you of at short notice.

This handbook is produced for you, as a postgraduate student in the department, and corrections or suggestions for improvements are welcome. Please send any suggestions to the Postgraduate Programmes Officer, Tom Freeman (H042 / psychologyPG@warwick.ac.uk).

Departmental contact details

For general enquiries, please contact the

Psychology Programmes Office,

Department of Psychology,

Room H042, Humanities Building,

University of Warwick, CV4 7AL.

Tel: +44 (0)24 7657 5527

Email: psychologyPG@warwick.ac.uk

Office Hours:

- **Monday: 9:30 – 12:00, 13:00 – 16:00**
- **Tuesday: 9:30 – 12:00, 13:00 – 16:00**
- **Wednesday: 9:30 – 12:00, then closed**
- **Thursday: 9:30 – 12:00, 13:00 – 16:00**
- **Friday: 9:30 – 12:00, 13:00 – 15:00**

Please be aware that, while staff will usually be available in the office, occasionally they may be unable to meet students in-person. As such, if you would like to discuss something face-to-face, you may find it easier to email the office first to discuss your issue and arrange a mutually convenient time to meet.

The department is situated in the Humanities Building and the Humanities Building Extension. On the ground floor of the Humanities Building is the Department's Programmes Office (H042), the Student Common Room, and a number of academic offices. On the first floor, there are a number of small research laboratories and more academic offices, alongside the Staff Common Room. The majority of the Postgraduate research offices, which house our MSc by Research and PhD students, are also on the first floor, in the PGR Hub. The Humanities Building Extension houses a number of laboratories including a student computing laboratory.

The department uses teaching facilities across campus. Those designated 'H' will be found in the Humanities building. If you are unsure where to find a session, the University's [interactive, searchable map](#) allows you to search for a location.

In cases of emergency, please use the contact details above to contact the department. Please note that the first port of call for an on-campus issue should be through Community Safety Team on +44 (0)24 7652 2222.

Students may need to contact the Economics department at various times as some modules for the course are based there. You can do this through the department email: economics.pgoffice@warwick.ac.uk

Students may need to contact WBS at various times as some modules for the course are based there. You can do this by emailing the Behavioural Admin Team at: BehaviourPG@wbs.ac.uk. Please note: This account is only checked on Tuesdays and Thursdays between 8:30 – 12:30, queries sent outside these hours will be responded to at the next earliest opportunity. Any urgent matters that cannot wait should be forwarded to WBSMastersReception@wbs.ac.uk and a member of their team will endeavour to assist.

How we communicate with you

Email

The primary way the department will contact you is through your official Warwick email address which is given to you on registration. It will have the format xxxxx.xxxxx@warwick.ac.uk. It is your responsibility to ensure that you check this regularly. 'Mass email', which is sent to a group such as everyone on a module or the course, will also go to your Warwick email address. This email will be used throughout your time here, both during and outside term time. If you do have an alternative contact email, please ensure that you keep university records of this up to date. You can do this through [MyWarwick](#). If you will not be able to access email, please make sure that another arrangement is made.

Telephone

In the case of an emergency, we would try to contact you by telephone. Please ensure that the information the University holds is accurate and up to date. In the case of an unexpected cancellation or change to a lecture, we may use a text message facility to inform you of any unexpected changes.

My Warwick app

In the case of an unexpected cancellation or change to a lecture, we may use this app to inform you of any unexpected changes.

Post

The department does not usually handle post for students. Any mail should be directed to your Warwick postal address. If you are expecting large parcels to be delivered, these must be addressed to the student post room.

Although email is the primary contact, it is your responsibility to ensure that you keep university records of your address up to date.

IT systems

Website

The [department website](#) contains information about the Department, the people in it, news and events, and the current research. There is a section for current student information on the website.

Moodle

[Moodle](#) is the teaching site and is split into different pages, generally one for each of the modules that you undertake. Each module page contains information specifically for that module e.g. reading lists, lecture notes and other teaching materials.

BES student pages

The [BES student pages](#) on the Psychology website contains all the general information or links you may need, procedures relating to your degree, such as submission of work, assessed work deadline dates and other important documents. This should be your first port of call for questions regarding process or procedure, if you have any questions or need any forms. It also contains a range of departmental information.

These pages are produced for you, as a postgraduate student in the department, and suggestions for improvements are welcome. Please send any suggestions for module or information pages to the Postgraduate Programmes Officer, Tom Freeman (H042 / psychologyPG@warwick.ac.uk), the Programmes Coordinator, Alice Parkes (H036 / Alice.Parkes@warwick.ac.uk), or the Teaching & Learning Manager, Emily Biggs (H041 / E.Biggs@warwick.ac.uk). General comments about the site can be directed to the IT manager, Linda Wilson (H138 / Linda.Wilson@warwick.ac.uk).

Tabula

[Tabula](#) is the student administration site. Tabula is where students submit assessed work. It will also give you access to a personalised timetable for meetings set up in Tabula. A guide to using Tabula is provided for you when you start, and can be found on the BES Student pages on the Psychology website.

Please note: WBS use a separate system, [myWBS](#). This is where you will find information about and submit assignments for WBS modules.

MyWarwick

[MyWarwick](#) is the university student site. This is a central space for all student information. Through this, you can access your email, update your information, access Moodle pages, access library information, campus printer information as well as information about the Students Union and events and opportunities on campus.

Social Media

The Psychology Department has an official [Facebook](#) page and an official [Twitter](#) account.

Staff details

Academic Staff

Title/ID	Surname	Forename		Room	Extension	E-mail Address
Dr	Adelman	James	Assoc Prof, study leave 2023/24	H117	(1) 50233	j.s.adelman@warwick.ac.uk
Dr	Aussems	Suzanne	Asst Prof, Int Seminars Co-lead	H120	(1) 74677	s.aussems.1@warwick.ac.uk
Dr	Blagrove	Elisabeth	Assoc Prof (Teaching Focused), Dir Teaching Learning, Dep Dir UGS	H033	(1) 50232	e.l.blagrove@warwick.ac.uk
Prof	Brown	Gordon	Head BS Grp	H118	(5) 24672	g.d.a.brown@warwick.ac.uk
Dr	Duffy	Hester	Asst Prof (Teaching Focused), Senior Tutor (UG), Admissions (UG)	H131	(5) 23613	h.e.duffy@warwick.ac.uk
Dr	Eyden	Julie	Teaching Fellow	H018		julie.eyden@warwick.ac.uk
Dr	Feher	Olga	Assoc Prof, Dep Dir Research	H125	(5) 73127	o.feher@warwick.ac.uk
Dr	Fox	Claudie	STF, Dir MSc Programmes, Senior Tutor (PG), Dir MSc ClinAppPsych (PT)	H126	(5) 23176	claudie.fox@warwick.ac.uk
Dr	Gambi	Chiara	Asst Prof, ESRC DTC Co-ordinator	H032	(1) 51124	chiara.gambi@warwick.ac.uk
Prof	Goodwin	Robin		H114	(5) 22484	robin.goodwin@warwick.ac.uk
Dr	Goulart de Mendonca	Marina	Asst Prof	H028	(7) 72814	m.goulart-de-mendonca@warwick.ac.uk
Dr	Gray	Gemma	Asst Prof (Teaching Focused), DSEP (PG)	H037	(5) 73946	g.gray@warwick.ac.uk
Dr	Gummerum	Michaela	Reader, Dir Grad Studies (Research)	H137	(5) 73945	michaela.gummerum@warwick.ac.uk
Prof	Hills	Thomas	Dir MSc BDS	H026	(5) 23183	t.t.hills@warwick.ac.uk
Dr	Hodson	Luke	Teaching Fellow, Dep Senior Tutor (UG), Dep Admissions (UG)	H035		luke.hodson@warwick.ac.uk
Dr	Jutley-Neilson	Jagjeet	Assoc Prof, DSEP (UG)	H039	(1) 51091	Jagjeet.Jutley-Neilson@warwick.ac.uk
Dr	Kadar-Satat	Gitit	Asst Prof (Teaching Focused) (Placements)	H040	(1) 73151	gitit.kadar-satat@warwick.ac.uk
Prof	Kita	Sotaro	Head LL Grp	H119	(5) 28184	s.kita@warwick.ac.uk
Dr	Konstantinidis	Emmanouil	Assoc Prof, PG SSLC Co-ordinator	H116	(5) 23177	e.konstantinidis@warwick.ac.uk
Dr	Kunar	Melina	Assoc Prof (PT)	H132	(5) 22133	m.a.kunar@warwick.ac.uk
Dr	Reis E Lameira	Adriano	Assoc Prof	H133	(5) 23727	adriano.reis-e-Lameira@warwick.ac.uk
Dr	Lee	Kirsty	Asst Prof, Dir MSc MHW	H111	(1) 50151	kirsty.s.lee@warwick.ac.uk
Prof	Ludvig	Elliot	Dir MSc BES	H121	(5) 23151	e.ludvig@warwick.ac.uk
Dr	MacCallum	Fiona	Reader, Dep HOD	H129	(5) 23182	fiona.maccallum@warwick.ac.uk
Dr	McGillion	Michelle	Asst Prof	H139	(5) 24225	michelle.mcgillion@warwick.ac.uk
Dr	Mendonca	Marina	Asst Prof	H028	(7) 72814	marina.mendonca@warwick.ac.uk
Dr	von Mühlennen	Adrian	Reader, Dir UGS, study leave 2023/24	H135	(5) 28182	a.vonmuhlenen@warwick.ac.uk
Dr	Preston	Jesse	Assoc Prof	H113	(5) 72817	j.preston@warwick.ac.uk
Prof	Realo	Anu		H112	(5) 28570	a.realo@warwick.ac.uk
Prof	Sanborn	Adam	Dir Research	H115	(1) 51354	a.n.sanborn@warwick.ac.uk
Dr	Schlaghecken	Friederike	Reader, Dir MSc Psych Res	H034	(5) 23178	f.schlaghecken@warwick.ac.uk
Dr	Spektor	Mikhail	Asst Prof, Int Seminars Co-lead	H031	(5) 28588	mikhail.spektor@warwick.ac.uk
Prof	Tang	Nicole	Dir Admissions (PGR), Dir Sleep & Pain Lab	H110	(1) 50556	n.tang@warwick.ac.uk
Dr	Townsend	Simon	Assoc Prof	Research project - 2022		simon.w.townsend@warwick.ac.uk
Prof	Tresilian	James		H030	(5) 73009	j.r.tresilian@warwick.ac.uk
Dr	Trimmer	Pete	Asst Prof (Teaching Focused), Dep Dir MSc BES	H029	(1) 50909	pete.trimmer@warwick.ac.uk

Dr	Twilhaar	Sabrina	Asst Prof	H134	(5) 73245	sabrina.twilhaar@warwick.ac.uk
Prof	Wade	Kim		H128	(5) 75680	k.a.wade@warwick.ac.uk
Dr	Walasek	Lukasz	Assoc Prof	H109	(5) 23762	l.walasek@warwick.ac.uk
Prof	Watson	Derrick	HoD	H140	(5) 22763	d.g.watson@warwick.ac.uk
Prof	Wolke	Dieter	Head LHW Grp	H127	(5) 73217	d.wolke@warwick.ac.uk
Dr	Zhao	Wenjia Joyce	Asst Prof	H027	(1) 73166	wenjia-joyce.zhao@warwick.ac.uk

More staff details can be found on the [departmental staff web pages](#).

Academic support and feedback hours (office hours) for academic staff can be found on the [Psychology website](#) and displayed on office doors where appropriate.

For a list of module conveners for 23/24, please see the Department Modules section of this handbook.

Support staff

Working days	Surname	Forename		Room	Extension	Email
	Austin	Hannah	PA to Head of Psychology	H141	(5) 73910	hannah.o.austin@warwick.ac.uk
Tu W Thurs	Barnacle	Andrew	IT Technician	H107	(5) 28190 Work mobile: 07341072464	a.c.barnacle@warwick.ac.uk
	Biggs	Emily	Teaching & Learning Manager	H041	(1) 50514	e.biggs@warwick.ac.uk
M Tu Thurs	Burrows	Anita	Finance Officer	H141	(5) 73013	a.burrows.1@warwick.ac.uk
	Farmer	Liz	Undergraduate Programmes Officer – 1 st Years	H042	(5) 23096	l.farmer@warwick.ac.uk
	Freeman	Tom	Postgraduate Programmes Officer (BES, BDS, PGR)	H042	(5) 75527	thomas.g.freeman@warwick.ac.uk
M Tu W Thurs	Johnstone	Catherine	Project Administrator and PA to Prof Dieter Wolke	H253	(5) 23745	c.j.johnstone@warwick.ac.uk
	McGladrigan	Steve	Departmental Administrator	H141	(5) 23189	s.mcgladrigan@warwick.ac.uk
	Parkes	Alice	Programmes Coordinator	H036		alice.parkes@warwick.ac.uk
	Regan	Jenny	Postgraduate Programmes Officer (Clinical, Psych Res, MHW, PGR)	H042	(1) 50395	j.regan.1@warwick.ac.uk
	Roche	Jody	Undergraduate Programmes Officer – 3 rd Years	H042	(5) 73996	j.roche@warwick.ac.uk
	Thompson	Sally	Undergraduate Programmes Officer – 2 nd Years	H042	(5) 73756	sally.l.thompson@warwick.ac.uk
	Wilson	Linda	IT Manager	H138	(5) 73740	linda.wilson@warwick.ac.uk

Roles in the department

Postgraduate Office	<ul style="list-style-type: none">• Mr Tom Freeman, Postgraduate Programmes Officer Room No: H042, Email: Thomas.G.Freeman@warwick.ac.uk• Mrs Jenny Regan, Postgraduate Programmes Officer Room No: H042, Email: J.Regan.1@warwick.ac.uk• PG Office Email: psychologyPG@warwick.ac.uk
Teaching & Learning Manager	<ul style="list-style-type: none">• Dr Emily Biggs Room No: H041, Email: E.Biggs@warwick.ac.uk
Programmes Coordinator	<ul style="list-style-type: none">• Miss Alice Parkes Room No: H036, Email: Alice.Parkes@warwick.ac.uk
Director of MSc Programmes	<ul style="list-style-type: none">• Dr Claudie Fox Room No: H126, Email: Claudie.Fox@warwick.ac.uk
Course Director MSc in Clinical Applications of Psychology	<ul style="list-style-type: none">• Dr Claudie Fox Room No: H126, Email: Claudie.Fox@warwick.ac.uk
Course Director MSc in Behavioural and Economic Science	<ul style="list-style-type: none">• Prof Elliot Ludvig Room No: H121, Email: E.Ludvig@warwick.ac.uk
Course Director MSc in Behavioural and Data Science	<ul style="list-style-type: none">• Prof Thomas Hills Room No: H026, Email: T.T.Hills@warwick.ac.uk
Course Director MSc in Psychological Research	<ul style="list-style-type: none">• Dr Friederike Schlaghecken Room No: H034, Email: F.Schlaghecken@warwick.ac.uk
Course Director MSc in Mental Health and Wellbeing	<ul style="list-style-type: none">• Dr Kirsty Lee Room No: H111, Email: Kirsty.S.Lee@warwick.ac.uk
Director of Graduate Studies (Research)	<ul style="list-style-type: none">• Dr Michaela Gummerum Room No: H137, Email: Michaela.Gummerum@warwick.ac.uk
Deputy Head of Department	<ul style="list-style-type: none">• Dr Fiona MacCallum Room No: H129, Email: Fiona.MacCallum@warwick.ac.uk
Head of Department	<ul style="list-style-type: none">• Prof Derrick Watson Room No: H140, Email: HOD.Psychology@warwick.ac.uk• Ms Hannah Austin – PA to Head of Department Room No: H141, Email: Hannah.O.Austin@warwick.ac.uk

Who to talk to

Difficulties with your course	<ul style="list-style-type: none"> Personal Tutor Course Director, Prof Elliot Ludvig Room No: H121, Email: E.Ludvig@warwick.ac.uk Postgraduate Programmes Officer, Mr Tom Freeman Room No: H042, Email: Thomas.G.Freeman@warwick.ac.uk
Personal Difficulties	<ul style="list-style-type: none"> Personal Tutor Residential Community Assistant (if in campus accommodation) SU Advice Centre: https://www.warwicksu.com/help-support/
Support with Health or Disability Issues	<ul style="list-style-type: none"> Disability Liaison, Dr Gemma Gray Room No: H037, Email: G.Gray@warwick.ac.uk Wellbeing Support Services, Senate House Phone: +44 (0)24 7657 5570 General Advice: https://warwick.ac.uk/services/wss Wellbeing Portal: https://wellbeing.warwick.ac.uk
Difficulties with your residence	<ul style="list-style-type: none"> Residential Community Assistant (for campus residences) Warwick Accommodation (for Warwick-owned properties): https://warwick.ac.uk/services/accommodation SU Advice Centre (for private properties): https://www.warwicksu.com/help-support/
Module Issues	<ul style="list-style-type: none"> Module convenor (see relevant Moodle pages, Psychology website, list later in guide)
Mitigating Circumstances	<ul style="list-style-type: none"> Your Personal Tutor (in the first instance) Postgraduate Programmes Officer, Mr Tom Freeman Room No: H042, Email: Thomas.G.Freeman@warwick.ac.uk To declare Mitigating Circumstances regarding a piece of work, you should complete the 'Personal Circumstances' form on Tabula prior to the deadline: https://tabula.warwick.ac.uk/mitcircs
Careers	<ul style="list-style-type: none"> Careers Advisor, Ms Siobhan Qadir Phone: +44 (0)24 7655 0199, Email: S.Qadir@warwick.ac.uk
Course Satisfaction	<ul style="list-style-type: none"> Course Director, Prof Elliot Ludvig Room No: H121, Email: E.Ludvig@warwick.ac.uk
Health and Safety Issues	<ul style="list-style-type: none"> Health & Safety Officer, Ms Linda Wilson Room No: H138, Email: Linda.Wilson@warwick.ac.uk
IT Issues	<ul style="list-style-type: none"> IT Support Officer, Mr Andrew Barnacle Room No: H107, Email: A.C.Barnacle@warwick.ac.uk Working days: Tuesday, Wednesday, Thursday

	<ul style="list-style-type: none"> IT Manager, Mrs Linda Wilson Room No: H138, Email: Linda.Wilson@warwick.ac.uk IT Helpdesk Drop-in Centre: Library, 1st Floor, Email: helpdesk@warwick.ac.uk
Feedback about a staff member	<ul style="list-style-type: none"> PA to Head of Department, Ms Hannah Austin Room No: H141, Email: Hannah.O.Austin@warwick.ac.uk
Complaints	<ul style="list-style-type: none"> Complaints are dealt with through the University complaints procedure. Please see https://warwick.ac.uk/services/feedbackcomplaints Complaints against the University, its academic staff or other students should be directed to the University's Dean of Students (DeanofStudents@warwick.ac.uk) and/or SU Advice Centre (https://www.warwicksu.com/advice/).

Starting out

Welcome Week

Information for new students and the plans for Welcome Week can be found on the [New Student pages](#) on the departmental website.

There is a whole timetable of events in Welcome Week designed to support the transition of new students into university. Full details have been included in the correspondence with new students prior to their start.

There are a whole range of welcome events on Campus to help you find your way around and introduce you to activities on campus. Information on Welcome Week induction activities offered by the University can be found on the [Welcome Week](#) website and the [Enrolment](#) website also includes information on Welcome Week events.

The Students Union

[Warwick Students' Union \(SU\)](#) is a democratically run, student-led charity and a separate organisation from the University of Warwick. Upon enrolling at Warwick, every student automatically becomes a member of the SU and has access to the range of services they provide, including democracy, academic representation, student activities, welfare, and entertainment. There are many different ways for students to get involved at the SU, which can support and enhance their experience whilst at Warwick. The concept of a Students' Union may be new to first year or international students, and even students from other UK institutions, so please see the website or contact [the SU](#) for more information.

Transitional support for international students

Specific transitional advice and support for international students, who may be studying in the UK for the first time, can be found on the University's [Welcome](#) pages.

Recommended IT for Psychology students

This guidance is for the 23/24 academic year.

We have good quality IT workspaces and computing labs but for convenience students may prefer to use their own device. We recommend a laptop for portability as you may need it on campus, in residences and in your home during term time and holidays.

The following guidance is for a recommended technical specification:

Your device must support Microsoft Office 365, Microsoft Teams and Moodle.

You may use a Windows or Mac device; however, some Psychology core modules use SPSS (a specialist statistics programme) and this will not run on mobile devices, tablet devices, Chromebooks or Linux and many submissions will be on Microsoft packages.

If you already have a suitable laptop less than three years old, it is likely to be sufficient.

If you intend to buy a new device, this is the **minimum specification** recommended by ITS:

Windows laptop:

Intel Core i5 or AMD Ryzen 5

8GB

256GB SSD

Mac:

Intel Core i5

8GB

256GB

Windows 10

It is recommended that you buy a warranty with your device.

A cheap microphone/headset would be a good investment, and occasionally you may need a laptop camera.

You will be able to download Microsoft office products for FREE when you get your University IT account, so don't feel you have to buy a personal licence.

Anti-Virus and Cybersecurity:

If you have a Windows machine you will have Windows Defender anti-virus software built-in. You should enable that as soon as you start using your device.

If you have a Mac machine you will have XProtect but may wish to install additional anti-virus software.

Policies and disclaimers

Data protection

The University of Warwick is committed to protecting the privacy rights of individuals who entrust the University with their personal data. The [Data Protection Policy](#), which can be found at, outlines the University's commitment to transparency and accountability and promoting good information governance.

All students at the University of Warwick who handle or process personal data about individuals (names, contact details, financial details, course details, personal circumstances, beliefs etc.) in the course of their studies **must be aware** of the [Data Protection principles](#) and how to apply them lawfully within the confines of the University's Data Protection policy. Further clarification can be sought from the Administrative Officer for Legal Compliance at infocompliance@warwick.ac.uk. Any database created containing information about individuals, who can, in principle, be identified, must be noted in the University registration. The registration covers the Psychology Department for certain databases we might be expected to keep. However, each user is responsible for ensuring that databases created comply with the requirements of the Act and are registered. For example, if a data file contains a means by which participants could be identified, then it is subject to the Act. Specific advice can be obtained from Linda Wilson, Data Protection Contact for Psychology (linda.wilson@warwick.ac.uk).

Health and Safety & Fire Safety Training

All students will be expected to undertake a **Health and Safety induction** and **Fire Safety Training course** (on Moodle). Certificates are obtained upon completion of the Moodle course.

The courses can be found at:

[Health and Safety](#)

[Fire Safety Training](#)

Students should confirm they have completed this training by uploading the certificates obtained as part of the [PGT New Starters form](#).

Warwick Values Programme

This programme is mandatory. It is aimed at all University of Warwick students at any stage of their studies, and should be completed upon enrolment every year.

It communicates your rights and responsibilities as members of the Warwick community that enable us to create a working, living and learning environment:

- Where everyone feels welcomed and safe to be themselves.
- Where everyone is treated with dignity and respect.
- Where there is equal opportunity for all to reach their potential.

By completing this course you confirm that you have read and understood the [Principles](#) of the University and that you agree to be bound by them.

[Warwick Values Programme](#)

Students should confirm they have completed this training when filling out the [PGT New Starters](#) form.

IT use

Students should make themselves aware of the University policy on [the use of computing facilities](#). As part of your Psychology degree, you may access systems or software which require further permissions. **It is your responsibility to**

- **Ensure that you read, understand, and adhere to the terms and conditions of use of the software.**
- **Use the software for University of Warwick-related, non-commercial purposes.**
- **Stop using this software at the end of your course.**

If you have any questions or concerns about software or IT systems, please speak to Linda Wilson, IT Manager (linda.wilson@warwick.ac.uk).

Tutorials

A Tutorial is any meeting, whether group or individual, pre-arranged with a student to deal with academic support or feedback. The department of Psychology is committed to providing a high quality of student experience and to responding in a positive and forward moving way to the feedback we receive from students.

Individual Tutorials

Individual tutorials should be scheduled by the tutor on Tabula so that these are visible to the students. It is up to the tutor and the student if the Tabula facility for notes from the tutorial is used. This can help maintain a record if there are any follow up actions for either party. If an individual tutorial or supervision session is a monitoring point, then a record of the meeting **must** be recorded to Tabula under the "Personal Tutor" or "Supervisor" tab, to enable the department to confirm the meeting has taken place. Instructions on how to do this will be provided to students when needed.

Changes to tutorial sessions

Whenever possible, a tutorial session will not be cancelled. The department expects that tutorial sessions should occur as advertised or arranged, except in exceptional circumstances. In the case of illness, the tutor can request the Office to assist in communicating with students should a change be necessary. It is the responsibility of the student to check the Warwick email account regularly.

Ethics and Research

All students undertaking a project with a Psychology basis will undertake research subject to ethical approval. All students should note that **it is their responsibility to ensure that:**

- **All due process has been followed and ethical approval granted before any research is undertaken.**
- **Any research is undertaken in a non-discriminatory manner adhering to all equality and diversity principles.**
- **All data collected is anonymised.**
- **No data is stored on any personal device or drive.**
- **All data is provided to the supervisor at the end of the relevant module for storage by the department.**

Attendance requirements and monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures and seminars on a regular basis. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see [University Regulation 36](#) for information on this. The Department is required to monitor the attendance of all students at designated points throughout the year. It is one of the [responsibilities](#) of a student on a student visa to study and ensure that they meet the progression and attendance requirements of the course. There are therefore potential implications to visa status if monitoring points are missed. The monitored contact points cover a range of academic engagement and can be, for example, lecture attendance, tutorials, assessed work submissions, meetings with project supervisors, etc.

Monitoring points for 2023/24

Contact Point	Description	Type	Timing
Term One			
1.	Meeting with personal tutor	Face to face (in-person)	Weeks 1 - 2 (w/c 02/10/2023 - w/c 09/10/2023)
2.	Attendance at lecture (IB9AM)	Face to face (in-person)	Week 3 (w/c 16/10/2023)
3.	Attendance at lecture (PS923)	Face to face (in-person)	Week 5 (w/c 30/10/2023)
4.	Attendance at lecture (PS922)	Face to face (in-person)	Week 7 (w/c 13/11/2023)
5.	Submission of assessed work (PS923)	Submission	Week 9 (w/c 27/11/2023)
6.	Attendance at lecture (PS922)	Face to face (in-person)	Week 10 (w/c 04/12/2023)
Term Two			
7.	Attendance at exam (IB9AM)	Exam	Week 15 (w/c 08/01/2024)
8.	Attendance at lecture (PS918, PS919, PS927, PS931)	Face to face (in-person)	Week 18 (w/c 29/01/2024)
9.	Attendance at lecture (PS918, PS919, PS927, PS931)	Face to face (in-person)	Week 21 (w/c 19/02/2024)
10.	Attendance at lecture (PS918, PS919, PS927, PS931)	Face to face (in-person)	Week 24 (w/c 11/03/2024)
Spring Vacation			
11.	Submission of assessed work (PS918, PS919, PS927, PS931)	Submission	Weeks 25 - 30 (w/c 18/03/2024 - w/c 22/04/2024)
Term Three			
12.	Supervisor Meeting	Face to face (in-person or online)	Weeks 35 - 36 (w/c 27/05/2024 - w/c 03/06/2024)

	Summer Vacation		
13.	Supervisor Meeting	Face to face (in-person or online)	Weeks 41 - 43 (w/c 08/07/2024 - w/c 22/07/2024)
14.	Submission of dissertation (PS916)	Submission	Week 49 (w/c 02/09/2024)

What if I know I will miss a monitoring point?

If you know that you will miss a monitoring point, it is your responsibility to inform that department in advance of the point – if, for example, you may be ill and unable to attend a session. If you contact the Postgraduate Programmes Officer, Tom Freeman (PsychologyPG@warwick.ac.uk), we may be able to mark the point as an 'Authorised Missed' point. This can only be done if you contact in advance of the session. It will not be done retrospectively, and it will only be done in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness) as attendance is expected to be on a full-time basis.

What happens if I miss a monitoring point?

If you miss one point, there is no problem, however, you will be contacted should we become concerned about your missed Contact Points, and we have to report missed points to the University who will also contact you directly.

After **three missed points**, or if there are other concerns with your progression, we will contact you to investigate whether you are having any problems that are preventing you from fully engaging with your course.

If further points are missed, additional processes will be implemented which could eventually lead to you being withdrawn from your course of study, under [University Regulation 36](#).

Attendance requirements

Students classified as "full-time" are required to complete no less than 21 hours per week over 24 weeks of the year (including self-directed study). Such students are not, therefore, permitted to undertake full-time employment during term-time. International students may also have further limitations placed on the hours they can work in order to comply with the requirements of their UK visa.

All students are expected to be regular and punctual in their attendance at classes. Students are required to remain in residence throughout the full period of any term. Any student deemed to have unacceptable levels of engagement may be referred, either by their department or by the Academic Registrar, to a Continuation of Registration Committee as set out in University Regulation 36.

Keeping in contact with the department

Please ensure that you let the department know if you are not able to make taught sessions. To do this, you can email PsychologyPG@warwick.ac.uk. Please state your course, year, ID number and the module and session you are going to miss so we can easily convey this to the session leader.

It is a requirement that you keep your contact details up to date so that the department and University are able to contact you as and when needed. Your contact details can be updated on the [Student Records Online](#) portal, and this must be done whenever they change.

Transcripts/HEAR, degree certificates, and reference requests

Transcripts/HEAR

From Summer 2013 onwards, all students will receive a Higher Education Achievement Report (HEAR). This replaces the Transcript as the university summary of academic performance. It is issued by all UK HEIs and will encompass the existing transcript and the European Diploma Supplement. It is issued as an electronic document and gives students a fuller record of their achievements whilst at university. It includes information about achievements such as volunteering and prizes awarded as well as information about module marks and the Degree Classification awarded. For full information, see the [HEAR](#) information on the University's website.

Degree certificates

For information on [Degree certificates and ceremonies](#), please see the University web pages.

Please note:

- If you attend a Degree Congregation you will be presented with your certificate on stage;
- If you register to defer your ceremony to a future ceremony date, your certificate will be issued at the time of your chosen ceremony (it cannot be issued before this time);
- If you are not eligible to attend a degree ceremony, or choose to graduate *in absentia*, your certificate will be posted to you or can be collected from the Student Reception;
- If you choose to attend a Degree Congregation you cannot receive your certificate in advance of the ceremony.

Reference requests

Writing references is part of the role of the personal tutor or course convenor. It is difficult for a personal tutor to write these references if you have not engaged with them fully. Please notify your personal tutor in advance that you are requesting a reference, ideally not less than 21 working days from when they would be expected to receive contact from the reference addressee. The notification period will allow a tutor to write the most helpful reference possible.

For Advice on Applications, Interviews and Careers please see the [Student Careers Page](#).

Course information

Course costs

There are no standard additional course costs for the MSc in Behavioural & Economic Science. Although students may choose to purchase textbooks, there are no prescribed texts that it is necessary for students to buy, as the Library holds copies of textbooks, either physically or online.

Additional student funds

The department provides students with £50 worth of printing credits (credited directly to students' IT accounts) and £750 towards their dissertation each year.

Students are also able to access a departmental fund which covers up to £150 per student towards any activity beneficial to their learning and development; for example, towards conference attendance, books, workshops, or networking events – the Warwick Behavioural Insights Team (WBIT) regularly organises a networking/careers event at the Shard in London during the Spring that many students choose to attend using this money.

Please see the instructions on the [BES Personal Development Fund page](#) for how to purchase various items using the fund. **No items should be purchased without the linked guidance having been referred to first.**

PLEASE NOTE: All uses of the Personal Development Fund must follow the University's Financial Regulations (particularly [Regulation 15](#) & [Regulation 16](#)). Failure to follow the regulations will result in you being unable to make use of the Fund or not being reimbursed for purchases you have made.

Course Regulations - Route: C8P7 - MSc in Behavioural and Economic Science

Course Structure & regulations

The normal load is 180 CATS. Students are required to take the core modules: PS922-15; PS923-15; and IB9AM-30 in Term 1, the core module: PS916-30 in Term 3, and optional modules in Term 2, to bring the total to 180 CATS.

Core Module List (student must take **all** these modules)

Module Code	Module Name	Credit
PS916	Behavioural and Economic Science Project	30
PS922	Issues in Psychological Science	15
PS923	Methods and Analysis in Behavioural Science	15
IB9AM	Behavioural Microeconomics	30

Optional Core Module List (students **must do 6**)

Module Code	Module Name	Credit
EC984	Experimental Economics	15
EC989	Behavioural Economics	15
IB9AN	Principles of Cognition	15
IB9ZC	Behavioural Ethics	15
PS918	Psychological Models of Choice	15
PS919	Behavioural Change: Nudging & Persuasions	15
PS927	Neuroeconomics	15
PS931	Bayesian Approaches in Behavioural Science	15

All optional core modules should be selected at the beginning of the year to guarantee a place.

In order to be awarded the MSc in Behavioural & Economic Science (Science Track), students must ensure that they pass (with a score of 50%) at least 150 CATS worth of modules – this total must include all modules included in the “Core Module List.”

Credit Weighting

Your workload is calculated in terms of CATS (Credit Accumulation Transfer Scheme). The degree requires 180 CATS. A 15-CATS taught module is usually 20 workshop hours at Master’s level or 30 hours of lectures/seminars at Honours level.

Each CATS point nominally corresponds to 10 hours of a student's work (including lectures, supervisions, private study, and discussions). **The total work for the project should be 300 hours.**

For taught modules, at Master’s level, a module with 20 workshop hours should require 130 hours for further study and the assessments; or an Honours level module needs 3 hours of lectures and 7 further hours' study per week for 10 term-time weeks plus 50 hours' exam preparation.

The load of 180 CATS corresponds to 37.5 hours' work per week for all 48 weeks, or 40 hours' work for 45 weeks.

Exit Awards

Students may be awarded a Postgraduate Certificate or Diploma where it was not possible to award the highest qualification for which they were registered, this includes students as follows:

- who have not met progression requirements
- who withdraw due to personal or medical reasons

Boards of Examiners will allow a student to remedy failure (e.g. resit, resit without residence as appropriate), wherever possible, and only recommend an exit qualification where these possibilities have been exhausted (or are not available).

The following table outlines the total minimum credit to be taken and passed in order to be able to recommend each qualification:

Qualification	Total min. credit to be taken	Total min. credit to be passed	Highest level of credit	Min. credit to be passed at highest level
PG Award	20	20	7	20
PGCert	60	60	7	60
PGDip	120	90*	7	90

*The award of Postgraduate Diploma may be made where a student has obtained 90 credits in core modules providing the student has obtained a mark of at least 40 in the failed optional module(s).

Rules for Award

The University's [Rules for Award](#) for both undergraduate and postgraduate taught students can be found below. Students are strongly encouraged to read through these rules if they have any queries or concerns about how their degree classification will be decided.

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%).

The year (or stage) average:

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 (overcutting), as outlined in the credit and module framework. 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 required core modules) 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 progression average (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 award classification average 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 credit and module framework. In these circumstances a student's award classification average 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 award average calculation must be those used in the calculation of each year (or stage) average.

Provisional award classification:

The award classification as indicated by the award classification average as set out in Appendix A: Degree Classifications below.

Final award classification:

The award classification after any borderline considerations, mitigating circumstances and other course specific regulations are considered alongside the award classification average 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](#).

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 Awards

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 If a student fails a module due to failing a component that a PSRB requires to be passed, the compulsory reassessed component must be capped at the component pass mark and the original module mark (if greater than the pass mark) must remain unaltered.

6.5 The maximum pass mark that can be achieved on reassessment in undergraduate modules at FHEQ levels 4, 5 and 6 is capped at 40%.

6.6 The maximum pass mark that can be achieved on reassessment in integrated master's modules at FHEQ level 7 is capped at 50%.

6.7 The maximum pass mark that can be achieved on reassessment in postgraduate modules at FHEQ level 7 is capped at 50%.

6.8 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).

6.9 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.

6.10 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.

6.11 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.

6.12 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 (below) 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.

9. Integrated Master's Degrees

9.1 Integrated Master's Degrees are awarded and classified according to the general rules under sections 1 – 7 above.

9.2 Candidates required to comply with the following progression requirements, unless constrained by accreditation requirements:

- a. **Year 1 to Year 2:** Students are required to pass 90 credits (including all required core modules) with an overall year (or stage) average mark of at least 40% over 120 credits taken in year 1;
- b. **Year 2 to Year 3:** Students are required to pass 90 credits (including all required core modules) with an overall year (or stage) average mark of at least a 2:1 over 120 credits taken in the year. For students who do not meet this requirement, departments may at their discretion allow students to progress if they have demonstrated an average mark of 2:1 over 90 credits including all required core modules, or the progression average is at least 60%;
- c. **Year 3 to Year 4:** Students be required to pass 90 credits (including all required core modules) with the overall year (or stage) average mark for year 3 to be determined by the departments, which must be confirmed through the course approval process and clearly specified in information provided to students;

9.3 Where more stringent requirements are imposed by accrediting bodies, approval should be sought from the Academic Quality and Standards Committee.

9.4 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.

9.5 The degree class for an Integrated Master's Degree is determined by the relative weightings attached to the different years (or stages) as specified in the course regulations.

9.6 The award classification average and requirements for a student to be provisionally classified for the award of an Integrated Master's Degree, and the associated exit awards, are outlined in [Appendix A: Integrated Master's Degree Classification](#).

9.7 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

9.8 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 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

9.9 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 9.8(a) or (b) above.

10. Taught Postgraduate Qualifications and Classification

10.1 Taught Postgraduate Awards are awarded and classified according to the general rules under sections 1 – 7 above.

10.2 Candidates who have not initially enrolled for a full Master's degree are required to meet the following progression requirements, unless constrained by accreditation requirements:

- (a) Postgraduate Certificate to Postgraduate Diploma: students be required to pass 60 credits (including core modules) with a minimum average weighted mark of 50%.
- (b) Postgraduate Diploma to Master's: students be required to pass 90 credits (including core modules) with a minimum average weighted mark of 50%.
- (c) If a department requires that students must also obtain a specified average mark across some or all modules before progressing from a Postgraduate Certificate to a Postgraduate Diploma, or from a Postgraduate Diploma to a Master's, this must be confirmed through the course approval process and clearly specified in information provided to students.

10.3 The mean classification averages and requirements for a student to be provisionally classified for the award of a Postgraduate Taught Qualification, and the associated exit awards, are outlined in Appendix A: Postgraduate Taught Degree Classification.

10.4 Irrespective of the award classification average attained by a student, and subject to the provisions of section 7, no student may receive an award with merit or distinction if the student has not received the minimum pass mark for any module.

10.5 Borderline Criteria: Where a postgraduate taught student's overall award classification average is within 2.0 percentage points of the borderline to the Distinction and Merit category, the student must be promoted if 50% or more of the weighted credits counting towards the classification are above the class boundary and

this should also include the compulsory dissertation/project. Additional or alternative conventions must be approved as per clause 10.6 below.

10.6 Where departments specify that a student must attain a mark on a particular module (or modules) of 60.0% or above for an award with merit, or 70.0% or above for an award with distinction, this must be approved by the Academic Quality and Standards Committee and specified in information provided to students.

Postgraduate Taught Degree Classification

1) For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with Distinction	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with Merit	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG Award	50.0% - 59.9%
Fail	49.9% and below

2) For a Postgraduate Taught award, 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 Highest Level
Postgraduate Taught Degrees	Master's	180	150*	50%	7	150
	PG Diploma	120	90**	50%	7	90
	PG Certificate	60	60	50% (FHEQ 7) 40% (FHEQ 6)	7	40
	PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of failed module(s)

**The award of Postgraduate Diploma may be made where a student has obtained 90 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Department Module information

Psychology Postgraduate Modules and conveners (23/24 academic year)

Module Code	Module Name	Convener
PS902	Research Project in Psychology	Dr Friederike Schlaghecken
PS903	Communication, Dissemination and Professional Issues	Prof Robin Goodwin
PS904	Practical Research Skills for Psychology	Prof Derrick Watson
PS906	Research Design and Data Collection	Dr Michaela Gummerum
PS907	Advanced Qualitative and Quantitative Analysis	Dr Claudie Fox
PS910	Clinical Psychology in Adult Mental Health	MSc Clinical Module only
PS911	Clinical Child and Adolescent Psychology	MSc Clinical Module only
PS914	Case Study Seminar	MSc Clinical Module only
PS915	MSc Clinical Project supervision + Placement and Project	MSc Clinical Module only
PS916	Behavioural and Economic Science Project	Prof Elliot Ludvig (w/ project supervisors)
PS918	Psychological Models of Choice	Dr Manos Konstantinidis
PS919	Behavioural Change: Nudging & Persuasions	Dr Lukasz Walasek
PS922	Issues in Psychological Science	Prof Gordon Brown
PS923	Methods and Analysis in Behavioural Science	Dr Pete Trimmer
PS924	Psychological Research Laboratory Placement 1	Dr Friederike Schlaghecken
PS925	Psychological Research Laboratory Placement 2	Dr Friederike Schlaghecken
PS926	Short research placement	Dr Friederike Schlaghecken
PS927	Neuroeconomics	Prof Elliot Ludvig
PS928	Behavioural and Data Science Project	Prof Thomas Hills (w/ project supervisors)
PS929	DTC Social Science Research Dissertation	Dr Chiara Gambi
PS930	Work Placement and Project	Dr John Galvin
PS931	Bayesian Approaches in Behavioural Science	Prof Adam Sanborn
PS932	From Stress to Health in the Workplace	Dr Kirsty Lee
PS933	Workplace Skills	Dr Marina Mendonca
PS934	Health and Wellbeing Interventions in the Real-World: What Helps and What Harms	Prof Robin Goodwin
PS935	Interventions and Technologies for Behaviour Change	Dr John Galvin
PS936	Advanced Issues in Mental Health Research	Prof Nicole Tang
PS937	Core Foundations of Mental Health and Wellbeing	Prof Robin Goodwin
PS938	Integrated Behavioural and Data Science	Prof Thomas Hills

Modules in **bold** are those relevant to the course. Other modules are listed for information only.

For more information on each module, please see their individual [Moodle](#) or [Module Catalogue](#) pages.

Registering on modules

For all non-core modules, you need to enrol for modules online, via [MyWarwick](#), by the end of Week 3 of Term 1. Please ensure that you respond promptly to any queries (emails) from the department about your modules, or you may be de-registered. You are recommended to attend all modules from the outset, as you can deregister within this time, but may not be allowed to attend the module later (it may be full, or you may miss too much).

In addition:

- Module registration is open from 1 week before Term 1 until the end of week 3 of Term 1
- Details about each module (numbers of lectures and lectures, assessment types, etc.) can be found on each module's departmental page
- Module convenors are here to help – do ask questions!

It is very important that you check that the modules are registered for are correct, as errors could lead to you being expected to take assessments for modules you are not attending.

De-registering from modules

All core modules must be undertaken, and these cannot be de-registered from. For any optional modules, normally students can de-register from modules, during periods that the system is open (up until week 1 of Term 3) but only if:

1. the student will still achieve the necessary number of CATS for the year; and
2. the module is examined in the May/June exam period and/or **10% or less of the assessed work has been submitted.**

The Academic Office will not allow de-registration of any modules beyond week 1 of Term 3.

If you have any questions please email psychologyPG@warwick.ac.uk.

Workload and study time

Details of workload for each module are given on the module outlines, which can be found on the [BES student pages](#).

If you persistently fail to attend lectures, seminars, and tutorials, you may be deemed not to be following the course. There are a series of monitoring points throughout the year, details of which can be found in the Monitoring and Attendance section of this handbook.

However, it is important to realise that there is more to a university course than contact time. In a subject like Psychology you are expected to do a lot of reading and to take responsibility for organising your own learning. At times there is a lot of work to be done in quite a short time, which means that you need to plan and manage your time appropriately.

With respect to the distribution of your time, the best guide to the proportion of time you should spend on a module is the number of Credit Accumulation and Transfer Scheme (CATS) points allocated to each module. As a rough guide, for each CATS point, a typical student would be expected to need to spend 10 hours per week to accomplish the learning outcomes. For example, on a 30 CATS module, this would be 300 hours overall. This would include contact time, independent study, preparation and completion of assessed work, and preparation for exams. This is a rough guide and the exact amount of time may vary from student to student.

Study skills are important because it is easy to spend time working, but to be wasting it by not working effectively. There is no single way of working which suits everyone. Your personal tutor will be able to discuss them with you. Time taken to develop good working habits and study skills will help you get the most out of your course and provide you with skills you will value throughout your life.

Writing skills are particularly important. If there are points on which you want advice, you should discuss them with your personal tutor.

Academic Calendar

Term dates

The [term dates](#) for the academic year can be found on the University's website.

Please note that there are no reading weeks on courses within the Psychology department.

Timetables

Timetables for each year are available on the Psychology website, showing an overview for all Psychology modules and all events.

Please use the timetables on the website in conjunction with your Personalised timetable on [Tabula](#). This will be personalised for the modules you chose, but may not show some events. Please note that any optional modules will only show on the personalised timetable after they have been selected through MyWarwick, and small groups are added manually once groups have been allocated (this can only be done once selections have been made).

Timetabling information for modules run by WBS will be available through [myWBS](#) once you have registered for the module.

If you have any questions about small group allocations in Psychology, please email the Postgraduate Programmes Officer, Tom Freeman (psychologyPG@warwick.ac.uk).

If you have any questions about small group allocations in Economics, please email the Economics PG Team directly at: economics.pgoffice@warwick.ac.uk

If you have any questions about small group allocations in WBS, please email the Behavioural Admin Team at: BehaviourPG@wbs.ac.uk. Please note: This account is only checked on Tuesdays and Thursdays between 8:30 – 12:30, queries sent outside these hours will be responded to at the next earliest opportunity. Any urgent matters that cannot wait should be forwarded to WBSMastersReception@wbs.ac.uk and a member of their team will endeavour to assist.

Assessment and Feedback deadlines

You can find the submission dates for assignments in a number of places:

- There is a summary document for available on the [BES Student pages](#) on the Psychology website
- The submission date for each assignment is in the assignment information on Tabula
- Each module's Moodle page also has a list of submission dates for that module

The submission time for ALL assignments in Psychology is midday (12 noon) as stated in [Regulation 36](#).

For each assignment, the university feedback turnaround time is 20 University working days. If the feedback will exceed this time, you will be contacted to inform you of this.

Please note that submission times for WBS modules may vary from those mentioned above and it is the student's responsibility to make sure they are aware of the submission time for such modules.

Examinations and assessment

Assessment conventions

Full details of [assessment conventions and progression criteria](#) can be found on the University's website.

Details are also available in the Course Regulations section of this handbook.

Submission of Assessed work

All submissions for modules run by Economics and Psychology will go through the University's coursework management programme, [Tabula](#). On the 'Coursework' page you will find details of all the pending assignments for any modules for which you are registered, and their deadline dates.

Click on the 'Submit' button next to the appropriate assignment. Click 'Choose file' and attach your assignment file. Read through the submission notes and declarations, and tick the relevant box to confirm that you have read the notes and that the assignment is all your own work. When you have read through all the information carefully, click the 'Submit' button.

Once your work has been submitted, you will be sent an e-mail receipt confirming the submission, and you should save this e-mail just in case technical problems arise.

Please make sure you have uploaded the correct work. If you have submitted an incorrect document you can re-submit up until the point of the deadline, but once the deadline has passed you will not be able to change your submission. Your email receipt will show a copy of work submitted and it is your responsibility to ensure this is correct ahead of the deadline.

If you have missed the deadline, you will only be able to submit your work once so ensure that you are uploading the correct work.

Important Note: It is the responsibility of the student to submit the right thing in the right place at the right time.

Work for WBS should be submitted through [myWBS](#) and follow the relevant WBS procedures. Please be aware these may differ from those above.

Marking

Marking criteria for each assessment are provided on the module's Moodle page.

Agreed marks are submitted to the relevant Boards of Examiners for consideration of students' academic performance. Work and marking standards are also scrutinised by External Examiners. All assessed work (except projects) and examination scripts for Psychology courses are marked anonymously. For projects, one marker is normally the supervisor. Where the marker will know who the student is, projects are marked independently by the second marker. Individual academic guidance is provided for assessed work. All Master's level work over a weighting of 3 CATS is sample moderated in line with university policy. This means as well as being marked, a sample of the work will be reviewed by a moderator.

Students are strongly advised to keep a copy of any work they submit.

Final marks for assessed work and exams are made available online after the relevant board of examiners. Prior to the board of examiners, all marks are provisional.

Occasionally, samples of student work may be read by external assessors during periodic reviews of departmental teaching quality.

All marks are provisional until they are approved by the Examination Board and may be subject to change.

Faculty of Science Assessment Criteria for PGT (Marking Scale)

Your work will be marked using the Science Faculty's assessment criteria for PGT.

Mark Range	Level Descriptors
80% and over	(Distinction) Work which, over and above possessing the qualities of the 70-79% descriptor, demonstrates excellence – the nature of which will vary according to the assignment but may include: comprehensive answers, complete and correct proofs or calculations, project work that extends the original brief, deep and critical analysis, originality, and advance in scholarship, a highly professional approach.
70%-79%	(Distinction) The work demonstrates mastery of the subject matter, methodologies, and, where appropriate, laboratory techniques. It also provides evidence of near complete conceptual understanding, high level technical competence, and depth of analysis or mathematical understanding. Where applicable, the statement and proof of theorems is handled with confidence, and their application to unseen material is sound. Accuracy and precision will be strong throughout and, if applicable, presentation will be excellent. Minor mistakes may nevertheless appear occasionally. Where appropriate, the work shows evidence of originality.
60%-69%	(Merit) The work demonstrates a sound and thorough grasp of subject matter and methodologies. Conceptual or mathematical understanding and technical competence are solid, but applications, arguments, or data analysis may contain minor flaws. Examined work will be well organised and structured, while good presentation and a logical approach to the material will be evident in projects or dissertations. Overall, the work reveals a high level of effort and commitment, but lacks breadth, depth, and fluency in parts.
50%-59%	(MSc Pass) The work demonstrates a sound and thorough grasp of subject matter and methodologies. Conceptual or mathematical understanding and technical competence are solid, but applications, arguments, or data analysis may contain minor flaws. Examined work will be well organised and structured, while good presentation and a logical approach to the material will be evident in projects or dissertations. Overall, the work reveals a high level of effort and commitment, but lacks breadth, depth, and fluency in parts.
40-49%	(Fail) Though it reveals some familiarity with the subject matter, and a basic grasp of factual and conceptual material, there are frequent and important gaps and/or misconceptions. Some effort has been made to reflect on and analyse questions or problems, or to apply theorems, but with little evidence of organisation or insight. Technical competence is poorly developed and general conclusions are unreliable or unsubstantiated.
20%-39%	(Fail) The work is insufficient to demonstrate a basic grasp either of factual or conceptual subject matter. Technical competence is at a very low level and, if appropriate, laboratory work has required constant supervision. Data used in project work may be both inaccurate and irrelevant. Overall, answers and arguments reveal little effort towards analysis or conceptualisation. Important issues may have been ignored or

	seriously misconstrued. There is little evidence of an individual contribution to the material.
Less than 20%	(Fail) Inadequate work: poorly argued, written and presented; conceptual confusion throughout; demonstrates little or no knowledge of the field. Failure to address the issues raised by the question. Project work contains little or no data. Sparse or no evidence for technical competence or individual contributions.

Some descriptors cover a range of marks, with the location within each group dependent on the extent to which the elements in the descriptor and departmental/faculty marking criteria are met.

Academic Integrity and Academic Misconduct (Cheating and plagiarism)

It is expected that all students demonstrate academic integrity in their work. The idea of assignments is for students to demonstrate their understanding of the topic. This is best done in their own words.

Per [Regulation 11: Academic Integrity](#): **“Academic misconduct are acts or omissions by a student which give or have the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or an activity likely to undermine the integrity essential to scholarship and research.”**

Plagiarism

Plagiarism is using the wording, ideas or arguments of others without appropriate citation. This includes content from a range of sources, including webpages, blogs, videos, as well as journal articles, books, or other students work.

Examples include:

- verbatim copying of another individual/institution’s work without acknowledgement
- close paraphrasing of another's work by simply changing a few words or altering the order of presentation, without acknowledgement
- unacknowledged quotation of phrases from another's work
- the deliberate and detailed presentation of another's concept as one's own

Self-plagiarism refers to using content that you have written for previous assessments or other sources.

Poor Academic Practice (PAP)

Poor Academic Practice refers to using material in an assignment which is very similar to that of another source, even though the source has been cited appropriately. Often this indicates inadequate paraphrasing or citation, but there is no evidence of an intention to cheat, therefore it is not Academic Misconduct. Poor Academic Practice reduces the quality of your work, therefore you will likely receive a lower mark, as you cannot be given credit for copying the work of others even with citation – you must paraphrase the content. Poor Academic Practice will be commented on in your assessment feedback and will be reflected in your mark.

How is plagiarism detected?

All work submitted via Tabula is submitted automatically to Turnitin, which contains a database of sources including journal articles, books, webpages and other students work. Turnitin produces a report showing the overlap between submitted work, and other work in its database. This report is analysed by the marker or Module Convenor and may be used as part of the identification of cases of plagiarism.

Turnitin is not the only tool we use however, and often markers detect issues because of their knowledge of the field.

How do I avoid plagiarism and poor academic practice?

Paraphrasing

When using any source, you should paraphrase appropriately from the content, i.e. put the content into your own words, and cite the source of the original idea or wording, using APA referencing style. See the [Academic Integrity Guide](#) on the department website for examples of appropriate paraphrasing.

Use Quotations

If you decided that you want to use the exact wording from a source, you must put this in quotation marks and cite the source appropriately according to APA standards, including author(s), date and the page number the content appeared on. See the [Academic Integrity Guide](#) on the department website for examples of appropriate quotation.

Excessive use of quotations may be treated as a Poor Academic Practice issue though, as we cannot determine what you have learnt from the content when used in this way. Therefore, use quotes sparingly, as it is preferable to paraphrase content instead.

We strongly advise that you do not use plagiarism checking software to check for these issues for two reasons:

- Avoidance of plagiarism should be built into the way you write, not checked and adjusted afterwards
- Plagiarism checking software may add your work to our Turnitin database, so you may get flagged for plagiarism of your own work

Artificial Intelligence (AI)

Generative Artificial Intelligence Tools (GAIT's) like ChatGPT, Google Bard or Bing AI, are large language models that enable generation of human-like text responses to prompts. These tools are flexible, adaptive and able to write a range of different types of responses.

Such tools can produce seemingly well written responses, and as such students may be tempted to use of these tools to complete their assessed work, but it is important to understand the department's policy on their use.

The department does not permit the use of AI to write part or all of an assignment, or to complete online tests. This covers all assessment types.

Using AI in this way does not appropriately demonstrate your ability or your understanding of a topic, and it is considered cheating under [Regulation 11](#). Where AI is found to have been used for assessed work, it is likely there will be significant penalties to assignment marks, which can include receiving a mark of zero for the work.

There are also significant issues with the reliability of the information that AI may produce, as it can be biased or inaccurate.

For more information about acceptable and unacceptable use of AI, please see the [Academic Integrity Guide](#) on the department website.

Collusion

Special problems may arise with respect to reports of practical work. Experiments in class are normally carried out by pairs of students or by small groups. Descriptions of procedures and results may embody the work of more than one student and are usually not regarded as plagiarism or cheating. The introduction, discussion

and conclusion must be the work of the individual student, however, and sources acknowledged in the usual way.

It is not acceptable for students to submit a report where the wording or detailed structure is similar to or merely paraphrased from another source, such as another student. Where this occurs, it is dealt with using the procedures provided by [Regulation 11](#).

The University has a clear policy on [proofreading](#), which can be found on its website.

Fabrication of data

This refers to the deliberate augmenting, amending or omission of data, with the intention to deceive. It is the responsibility of the student to maintain the integrity of data at all stages of the research. If data are excluded from analysis for any reason, if hypothetical data are discussed at any point, or if any corrections are applied to data, then this must be made explicit.

Students must submit their raw data for their dissertation project (e.g., response sheets, questionnaires, electronic data files, as agreed with the supervisor at the start of the project), and evidence of informed consent by participants where appropriate, to their project supervisors by the deadline specified for the written report.

Failure to submit the raw data could result in a mark of zero for the project. Students are therefore strongly urged to consult their supervisors at the outset of the project regarding what is expected to be submitted as raw data for each particular project.

What will happen if Academic Misconduct is suspected?

All cases of suspected Academic Misconduct are referred by the Module Convenor to the department Academic Integrity Officer (AIO), who will assess the evidence related to the case, which may include the assessment, Turnitin reports, submission logs and marker reports.

The AIO may find that the issues are more due to Poor Academic Practice, in which case the assignment will be returned to the marker to provide an appropriate mark. If the AIO supports the allegation of suspected misconduct, a meeting will be arranged, including the student and two members of the Academic Conduct Panel (ACP).

The purpose of this meeting is to discuss the assignment and the student's explanation, and to determine whether academic misconduct has occurred. If the ACP determines that misconduct has occurred, it is likely that the ACP will recommend a sanction to the assessment mark, which could include the student receiving a mark of zero on the assessment.

For full information about this process, please see the [Student Academic Integrity Guide](#) on the department website. More serious cases may be referred to the Academic Registrar for consideration by an external Academic Integrity Committee.

Resources and support

If you are concerned about Academic Misconduct, or would like support on avoiding plagiarism and poor academic practice, please make an appointment with Gemma Gray (Deputy DSEP and Academic Integrity Officer): g.gray@warwick.ac.uk. You can also discuss this with Jag Jutley-Neilson (DSEP): jagjeet.jutley-neilson@warwick.ac.uk.

You may also find these resources helpful:

- **Academic Integrity:** https://warwick.ac.uk/students/supportservices/academic_integrity/

- **Avoiding Plagiarism Moodle Course:** <https://warwick.ac.uk/services/library/students/library-online-courses/>
- **Referencing:** <https://warwick.ac.uk/services/library/students/referencing/>

Extension requests

The department expects students to plan their workload appropriately and extensions will only be granted where there are student circumstances, supported by independent evidence, which justify the request. Extensions are requested on the assessment on Tabula by selecting 'Request an extension'. All extension requests are reviewed and will not be authorised without reasons and supporting evidence. All information will be held in the strictest confidence. There is a [step by step guide](#) on requesting an extension available on the University's website.

Please note that not all assignments are eligible for extensions – in particular, extensions cannot be granted for exams and tests. Students unable to sit an exam or test due to particular circumstances should submit Mitigating Circumstances as discussed later in the Handbook.

Students with flexible deadlines as part of their Reasonable Adjustments who require an extension should instead email the department at: psychologyPG@warwick.ac.uk in the first instance.

Late submission policy

There are penalties for late submission of assessed work. The coursework management system will automatically flag any work received after 12.00 (the midday (12 noon) deadline) as late. **5 percentage points** per working day will be imposed for the late submission of work where no formal extension had been granted. A late piece of work that would have scored 65% had it been handed in on time would be awarded 60 if it were one day late, 55 if two days late etc. A day is counted as a 24-hour period counting from the original published deadline. Penalties accrue only on working days (not on weekends, public holidays and University closure days).

Departmental policies on word count

Students can expect to be penalised not only for exceeding the strict word limit indicated, but also for failure to be concise even when adhering to the guidelines on length. The word count should include the body of the essay (including citations, footnotes, figure legends, etc) but exclude the title, appendix, and references.

Students exceeding the word limit will be penalised as follows: Five percentage points of the available mark will be deducted (e.g., 65-5=60) for each five percent that the word limit is exceeded (e.g., for a 1500 word essay the mark will be deducted by 5% when the count is 1501 - 1575 words, by 10% when the count is 1576 - 1650 words, etc.).

In the department of Psychology, **all word counts are as stated.**

Release of marks and feedback

The Department aims to provide feedback to students on assessed work within 20 University working days of the submission deadline. It is possible that unforeseen circumstances, such as staff illness, might prevent this, in which case the Department would notify you in advance of a possible delay in returning feedback.

Feedback will usually be returned to you via the coursework management tool within Tabula.

If markers are returning feedback using Tabula, you will automatically be e-mailed with a link to Tabula once the feedback has been published. Either follow this link straight to the feedback page, or go to the coursework management homepage and click the 'View feedback' button next to the appropriate assignment. From here, you should see a green button that will enable you to download your feedback.

Exceptions

You should follow the processes outlined above for all your assessed-work submissions for Psychology. There may on occasion be deadlines where the submission process differs slightly, for example on assessed group-work, or project outlines. In these cases, you will be informed of the process by the module convenors and details will be made available on module web pages.

For WBS and Economics modules, it is your responsibility to make sure that you know how to correctly submit work for that module.

Troubleshooting

If you think there is a fault with the coursework management system, or notice errors with the assignments shown, or the deadline dates, you should notify the Postgraduate Programmes Officer, Tom Freeman (PsychologyPG@warwick.ac.uk), the Programmes Coordinator, Alice Parkes (Alice.Parkes@warwick.ac.uk), the Teaching and Learning Manager, Emily Biggs (E.Biggs@warwick.ac.uk), or the IT Manager, Linda Wilson (linda.wilson@warwick.ac.uk), as soon as possible.

If there is a valid reason why you are unable to submit via the electronic process, you should alert the department and the Psychology Office as soon as possible. If you are able to submit via email, this may be allowed by permission of the department.

Examinations

The course assesses student performance on each module taken by assessed essay or other coursework and by examination. Some modules have compulsory required exercises which, although not counting towards degree classification, must be completed satisfactorily.

For Examinations on modules on other departments, such as WBS or Economics, please see information provided by the relevant department.

Other important information on examinations and procedures can be found in the [University Calendar](#) on the Warwick University web site. Particularly relevant are the sections on Termination of Registration, Absence from Examinations for Medical Reasons, and on Cheating.

Some important points to note:

- Absence from exams is only acceptable where there are Mitigating Circumstances. Please see the appropriate section of this handbook, and the university guidance to students on [Mitigating Circumstances](#).
- Degree classification is decided by the Examination Board. Classification is based primarily on a weighted combination of marks across the courses taken. However, the Examination Board may take into account other factors.
- The Department aims to be supportive to students with disabilities and students who may require special examination facilities. Where Reasonable Adjustments are needed, these are organised in conjunction with the Student Support team, and students are encouraged to speak with this team so these can be put in place as soon as possible.
- Students whose first language is not English are permitted to use a bilingual dictionary during University examinations (with obvious exceptions such as Language courses). This must be a single-volume, non-specialist, general-purpose bilingual translation dictionary covering English and the student's first language. The dictionary must be submitted to the Office in order to be stamped and certified by the Examinations Secretary in advance for use in examinations.
- Students taking modules outside the Psychology Department are strongly advised to check their assessment patterns.

- If students are late for an examination, they should go to the examination and report to the Senior Invigilator who will often be able to admit them. If they are late but are not admitted, they should report in their own interests to the University House reception desk.
- If an invigilator suspects students of cheating during an examination, they will advise them of this during the examination but students will normally be allowed to complete the paper. The procedures and penalties for cheating are detailed in [Regulation 11](#).

Academic Appeals

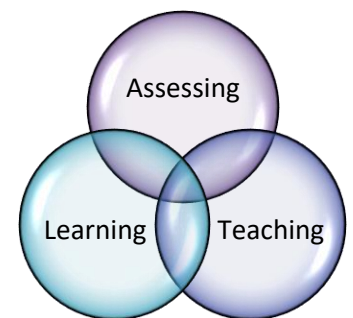
[University Regulation 42](#) governs Academic Appeals, the circumstances in which they can be pursued, and the timelines involved. Further information on [Academic Appeals](#) can be found on the University's Examination pages. Please read this information carefully before deciding on whether or not to pursue an appeal.

Psychology Teaching & Assessment Strategy: A brief Student Guide

Warwick Assessment Aims

We are deeply committed to providing all students with a high-quality learning experience. All assessments have specific objectives, which are directly linked to the learning outcomes at the module and course-level. The following are the key principles that underlie our assessment aims in psychology:

- All students will engage with a range of relevant formative and summative assessments, clearly linked to the module and course-level learning outcomes.
- All assessment processes will be designed to be accessible and inclusive, and aligned with the University's Equal Opportunities Statement and all relevant equality legislation.
- Formative and summative assessment will be designed to enable students to demonstrate the skills and knowledge they have acquired at both module and course level.
- The feedback mechanisms in place will include guidance on how to improve performance.
- Assessment processes and outcomes will be designed to enhance students' personal and professional development through the acquisition of skills.
- All assessment processes will be designed to embody the underlying principles of reliability; validity; equity; timeliness; manageability; and inclusivity.



(The University Assessment Strategy was approved by Senate on 29 January 2014)

What type of assessments are used in Psychology?

To ensure we meet the above assessment aims, your Psychology modules contain a mixture of both summative and formative assessments, a diverse range of assessments, rigorous quality assurance mechanisms and importantly, helpful feedback on work that you have submitted to help you improve on future assessments.

Summative assessments contribute to the final mark for a module; these include exams, essays, in-class tests, MCQs, presentations and group work. Whereas, formative assessments are those pieces of work, which do not contribute towards the final mark of a module. A list of the types of assessments we use in Psychology can be found on the module pages on the [BES Student pages](#) on the Psychology website.

To ensure for accuracy of assessments and that they meet the intended learning outcomes of the module all exams and written assessments are internally verified by academic staff and externally verified by the external examiners.

In addition:

- Marking criteria are available on the module's Moodle page.
- Module convenors will **give more information about the assessment** in a lecture or seminar session.

- **Assessment and feedback** hours are an opportunity for students to meet with their Lecturers and Tutors on a one-to-one basis and receive invaluable feedback and guidance or simply discuss interesting topics.
- **Feedback fora in Moodle**, allow you to post comments and discuss issues relating to topics and assessment. They will thus act as a form of **peer-to-peer feedback** and a way for **module conveners to give feedback** by answering any questions.
- If you would like help with academic writing skills your personal tutor can help support you with this.

I have a disability and need reasonable adjustments

For more information on reasonable adjustments, please see the relevant section of this handbook. Students can apply for extensions to assignments, in accordance with the University's Policy on [Examination Arrangements for Students with Disabilities](#).

For all tests and examinations, provisions are made for any student who requires a reasonable adjustment, including separate rooms, extra time, typing answers on computers, rest breaks, stop-the-clock breaks etc. **Please note, that this can only be done in liaison with [Disability Services](#) and [Student Support](#) and if information is provided to student support by the deadlines given.**

Timing and Turnaround time for all assessed work

In order to ensure that both staff and students have clear expectations, we will communicate to all students:

- that assessments are reasonably distributed across the programme to minimise the 'bunching' of deadlines, from both the student and staff perspective.
- specific deadlines for individual pieces of work and, crucially, the dates on which assessed work will be returned to students with feedback, which should be no later than 20 University working days after the date of submission in line with this policy.
- all dates associated with assessment are communicated to students via departmental webpages at the start of each academic year.
- that the 20 University working days maximum turnaround is a universal requirement ([more details here](#)).
- that if feedback from submitted work is designed to be formative towards performance in a subsequent assessment (including an **examination**), then the calendar of submission/return of coursework should be such as to ensure that the student has a realistic opportunity to reflect on their learning from that feedback in the subsequent assessment.

How will you mark my work?

All courses should provide written criteria, which are used by teachers in marking students' work. You should be able to understand why you received the grade you were given in relation to some kind of formal statement of expectations and standards so you know what you are aiming for and you can tell what you are not yet good at. If your course does not provide a statement of criteria, then ask for it. If you don't understand the criteria, ask for an explanation.

The PGT assessment criteria aim is to facilitate greater convergence in the use of mark scales across disciplines, by encouraging use of the full range of marks. This seeks to ensure equitable treatment of students of similar abilities and achievements across the University, particularly important for inter and multi-disciplinary courses. All work is marked using assessment criteria, unless it is numerically based work such as a multiple-choice test. These marking criteria are used by academics to help mark alongside your learning outcomes. If there are teams of markers a pre-meeting ensures that marking criteria is applied consistently to all scripts. Furthermore, written guidance is also provided to the team of markers.

Moderation process

The moderator will have access to the marks and comments left by the First Marker and they are responsible for reviewing essays and exam scripts to check whether or not the mark awarded is correct and fair. In particular, they ensure that the First Marker(s) has left evidence of having marked every part of each question and check the appropriateness of the marking. If the Moderator feels that the rules for marking have not been adhered to, then the Moderator should return all scripts to the First Marker(s).

The Moderator is also responsible for ensuring that the marks recorded within the script correspond to those recorded on the front of the script (including adding up). Once this has been completed, the Moderator should then sign off the final marks on Tabula confirming they have gone through the moderation process and return all of the scripts to the office. Further clerical checks are then undertaken to ensure accuracy.

If there is more than one marker for an assessment, marks are compared to check for reliability and validity. All new staff are mentored, and marking is checked to ensure that they understand the marking criteria.

The next stage of the assessment procedure involves external examiners, who are senior and experienced academics from other UK universities. One part of their role is to review the marking and moderating processes in place and provide us with feedback. Any issues that are raised will be given consideration and changes will be implemented to ensure that our processes remain consistent and robust. A second part of their role is to review a random sample of scripts from second- and third-year undergraduate modules and all postgraduate modules. They review each of these scripts with the benefit of the internally agreed marks and the distribution of marks for each module. They must firstly decide whether or not the internally awarded marks are correct and secondly, based on the scripts they have, they will form a view on whether or not the marking on all the scripts has been applied fairly and consistently. This external layer of review provides an additional mechanism of ensuring robustness, accuracy, fairness, and consistency across all modules in the Department. It is only after all of these processes have been completed and the external examiners are fully satisfied with the whole examination process, that the examination marks can be signed off and results released.

Finally, Exam Board meetings take place where the distribution of marks for each student and module are reviewed to confirm that all marks and Classifications are appropriate and fair. Further information concerning the role of and the decisions available to Exam Boards together with the Classification of Degrees can be found in the Handbooks. The Exam Boards will use their discretion where relevant, especially when dealing with cases of Mitigating Circumstances, it is only after all of these processes have been completed and the external examiners are fully satisfied with the whole examinations process that the marks can be signed off and results can be released to students.

We are also ensuring that students have access to the external examiners reports by discussing these at your SSLC committee annually.

Quality assurance for assessment and feedback

Feedback that is provided to students and the quality of that feedback is monitored annually by course directors, there are checks by the Quality Assurance Manager and any issues that have been raised are discussed at the Teaching Away Day. We also review your module feedback and SSLC comments, and all work is internal and externally verified by experienced academics. Guidance will also be offered to new members of staff to ensure they are aware of the assessment and feedback processes we have in place.

Resits/remedying failure/Further First attempt requirements

Students on taught postgraduate degrees should normally be allowed one opportunity to remedy failure in initial assessment in modules that equate with no more than one half of the total credits awarded in the taught element of the course. Only one re-examination will be permitted for each module except 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 Examination Board

as to the extent to which these circumstances should be taken into account in offering to the student an opportunity to be examined as a first attempt or offered a further opportunity for re-examination. Any discretionary consideration should be clearly minuted. The Examination Board should not amend a module mark or the mark for any element of assessment as a result of circumstances being taken into account, except that where there are a number of elements to the assessment the Examination Board may recalculate a module mark based on the elements of the assessment which have attained a pass mark and which were not affected by the circumstances.

Board of Examiners procedures, including procedures for recording mitigating circumstances

Exam board dates

Exam boards for 2023/24 are pending confirmation and the dates below are currently indicative only. If there is any change to this, you will be notified. Please note, following the board, there is an amount of work to do to ensure that students can be given marks as any changes from board need to be updated.

Board	Date	Further information
Interim Exam Board	Late June – early July 2024	All marks except project reviewed and resits confirmed
Final Exam Board	Late October – early November 2024	All marks reviewed and classifications recommended

Mitigating circumstances

Mitigating circumstances are submitted via Tabula using the '[Personal circumstances](#)' tab

Definitions of Mitigating Circumstances and Reasonable Adjustments

1. Mitigating Circumstances

Mitigating circumstances are defined as:

- Situations that the student could not have predicted and had no control over (e.g. serious illness, death of someone close, being the victim of crime, family difficulties and financial hardship);
- Situations with negative impact on the student's ability to undertake assessments/examinations which are independently evidenced in a timely fashion; (e.g. doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short term, the timing of which are relevant to the impact on study (normally within three weeks of the relevant assessment event deadline).

DEADLINES: For extension requests, as soon as possible and definitely before the submission deadline. For all other mitigating circumstances that might be relevant to a Board of Examiners by the Departmental Deadline provided in the Student Handbook, by e-mail or notices on Moodle.

The deadline for submissions for panel for 23/24 is 03/06/2024 (with evidence supplied by 07/06/2023) for the Interim Exam Board and **07/10/2024** (with evidence supplied by 11/10/2024) for the Final Exam Board. This is to allow for sufficient time for a panel to be arranged and consider the cases before the relevant boards.

NOTE: Long term chronic conditions (normally greater than a term in duration and that are likely to continue) and disabilities are dealt with under the [Reasonable Adjustments](#) (RA's) policy. However, a significant deterioration of a permanent or chronic condition already reported and covered by reasonable adjustments, is classed as a mitigating circumstance.

2. Reasonable Adjustments

- The [Equality Act 2010](#) requires the University to make reasonable adjustments where a candidate who is disabled (within the meaning of the Act) would be at a **SUBSTANTIAL DISADVANTAGE** in comparison to someone who is not disabled.
- 'Substantial' is defined as 'more than minor or trivial' and that a disability is defined as '[a physical or mental impairment that has a substantial and long-term negative effect on the ability to carry out normal day-to-day activities](#)'.

- Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact Disability Services or Mental Health and Wellbeing and request an appointment to discuss their support requirements.
- A reasonable adjustment may be unique to the individual and could include special examination arrangements or delayed deadlines, but also alternative methods of assessments.
- Any reasonable adjustments made are evidence based; students are required to supply appropriate and recent medical evidence, or, in the case of a specific learning difference such as dyslexia or dyspraxia, a full diagnostic assessment. The type of appropriate evidence required can be discussed with Disability Services or Mental Health and Wellbeing.
- Once a student has met with Wellbeing Support Services, the adviser will contact the student's department and the Examinations Office (with their permission) to recommend any specific adjustments.
- Reasonable adjustment recommendations for examinations must be made before the annual deadlines as set out by the Examinations Office on the [Disability Services](#) website. Recommendations that are made AFTER these deadlines will be handled under the Mitigating Circumstance Policy.
- Recommendations on how to apply reasonable adjustments may include for the student to be able to complete assessments via alternative assessment methods; bearing in mind that academic or professional standards in relation to core competencies and assessed criteria still need to be met.
- Students who were formerly undergraduate students at Warwick should be aware that reasonable adjustments **do not** carry over between courses. If you had reasonable adjustments as an undergraduate student, if you wish to make you of them during your postgraduate course then you will need to re-apply when you begin your postgraduate studies following the instructions above.
- Further information on disabilities and reasonable adjustments can also be accessed in the University's [Disability Policy](#).

Mitigating circumstances: advice for students

MITIGATING CIRCUMSTANCES (MCs)

During the course of your studies, you may experience exceptional unforeseen short-term circumstances which are outside your control and might have a detrimental effect on your studies. Some students have a late identification of a disability and so reasonable adjustments to assessments may not be in place. Both scenarios are dealt with through the University's Mitigating Circumstances procedure. It is important that you always tell your Personal Tutor/Departmental Senior Tutor of any mitigating circumstances or reasonable adjustment needs as early as possible to ensure that appropriate support is put in place.

1. DEFINITION

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over (e.g. serious illness, death of someone close, being the victim of a crime, family difficulties and unforeseen financial hardship);
- Situations with significant impact on your ability to undertake assessments/examinations which are independently evidenced in a timely fashion; (e.g. doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short term, the timing of which are relevant to the impact on your study (normally within three weeks of the relevant assessment event or deadline).

In general terms, mitigating circumstances must be (a) significant (they have more than a minor impact on you), (b) unexpected (you must have had no prior knowledge of the event), (c) unpreventable (there was no reasonable steps you could have taken to prevent the event), (d) relevant (you must be able to link the event,

and its impact on the period for which your claim is being made) and (e) corroborated (it must be independently verifiable and the evidence must meet the University requirements).

NOTE: Long term chronic conditions (normally greater than a term in duration and that are likely to continue) and disabilities are dealt with under the [Reasonable Adjustments](#) (RA's) policy. However, a significant deterioration of a permanent or chronic condition already reported and covered by reasonable adjustments is classed as a mitigating circumstance.

2. UNIVERSITY SUPPORT FOR YOUR MITIGATING CIRCUMSTANCES

The University offers support through a number of mechanisms for individual mitigating circumstances. If you are in any doubt about whether your situation is eligible as a mitigating circumstance you should consult either your Personal Tutor or the Departmental Senior Tutor. Your Student Handbook will specify who should be consulted in the first instance in your department about mitigating circumstances. Additionally, you may wish to consult staff outside your department for extra support and guidance, e.g. Wellbeing Support Services or one of the advisors at the Students' Union Advice Centre. Even if your circumstance is not eligible for consideration it may nevertheless be something for which you should seek support.

NOTE: A successful mitigating circumstance case does not excuse you from an assessment as the learning outcomes for the module(s) affected must still be undertaken. It may lead to an extension for assessed work or a resit opportunity (as a first attempt or for a capped mark) for any test, oral, or written examination (to be taken at the earliest scheduled opportunity).

3. CONFIDENTIALITY

Information provided by you is sensitive and will be treated confidentially and in line with General Data Protection Regulation (GDPR). Any student who believes that the mitigating circumstances submission contains sensitive personal information and/or highly confidential evidence, may submit their mitigating circumstances marked "strictly confidential and for the attention of the Chair of the Mitigating Circumstances Panel only". The information will be relayed by the Chair to the Mitigating Circumstances Panel (MCP) in each Department and/or Faculty without divulging the details of the sensitive nature of the information, subsequently, the MCP will decide on the recommendations to be made to the Board of Examiners. Any further communications to other bodies (such as to Board of Examiners boards and/or module leaders) is ONLY permitted to list the type of mitigation agreed and reporting the appropriate grading of the MC submission AND NOT the details of the circumstances or any evidence or how it was assessed.

4. REPORTING OF MITIGATING CIRCUMSTANCES

While it is acknowledged that you may be reluctant or not comfortable disclosing relevant information pertaining to private or sensitive issues or mental or physical health difficulties which are impacting on your academic progression, this cannot be used as an excuse not to do so. We cannot take into account circumstances that we are not told about. To ensure fairness to all students, it is your responsibility to fully disclose all relevant mitigating circumstances within the time frames laid down by your department. Once marks have been officially released to you, it is too late to submit mitigating circumstances and provide retrospective applications. Consequently, mitigation will not normally be considered or accepted where a student did not wish to raise their issues until they received their results. All applications for mitigating circumstances are treated confidentially, and only a small number of staff will sit on the panel which decides the outcome.

What if I miss the deadline? Mitigating circumstances not submitted by the relevant deadline cannot be considered by the appropriate Board of Examiners and may only be considered by an Academic Appeals Committee as part of an academic appeal, please see [Regulation 42](#) for further information.

An Academic Appeals Committee will only consider mitigating circumstances reported outside the deadlines if there is an exceptional reason why the submission was not presented at the correct time. **The reason must be evidenced by independent supporting documentation highlighting why it wasn't presented before the deadline.** Academic Appeals Committees often take place after the start of the next academic year which means

if successful, a student may have to take a year out before re-joining their course or taking resit exams or assessments.

5. SUBMISSION OF INFORMATION

- You should normally discuss your mitigating circumstances with your Personal Tutor or a Departmental Senior Tutor before submission (this allows you to be signposted to relevant University support services).
- You must fill out the mitigating circumstances form on [Tabula](#) AND ATTACH your independent evidence.
- Submissions will be considered by your home department – this means Psychology cannot comment on Mitigating Circumstances submissions for Economics students, and vice versa.

6. GUIDANCE ON TYPES OF MITIGATING CIRCUMSTANCE

In principle, if your circumstance requires treatment or support by a professional¹ or a University Support Service, it is likely to qualify as a mitigating circumstance. If you have not accessed support then it might not be serious enough to warrant mitigation. For example, if an illness does **not require medical treatment** (e.g. medication prescribed by a GP, GP visit or a referral to specialist physical or mental health services) or is minor (e.g. cough or cold) then it will not normally be eligible. Similarly, typical short-term assessment/examination stress and anxiety is expected and normal and might not meet the mitigating circumstance criteria. Students who have been diagnosed with long term mental or physical health conditions (e.g. anxiety, panic attacks) may be eligible for reasonable adjustments for study which are recommended by either the Mental Health and Wellbeing Team or [Disability Services](#). **Students would need to provide additional evidence of worsening or new symptoms or any other circumstances that would have impacted on their academic performance during the assessment period to meet the mitigating circumstances criteria.**

NOTE: Evidence of serious physical or mental illness must demonstrate that advice or treatment was sought at the time, or soon after any illness. Disclosure weeks or months later would not normally be eligible or will carry very little weight.

Claims based on the following fall normally within the definition of mitigation circumstances (the list is not exhaustive):

- A significant deterioration of a permanent or chronic condition close to assessment (normally within three weeks of the assessment due) which you have already reported and is already covered by reasonable adjustments OR/IF the reasonable adjustments do not fully address the impact of the condition and still leave you at a disadvantage over others.
- Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.
- Death of someone close to you around the time of the assessment.
- Serious illness or accident (including significant caring responsibilities) of someone close to you at the time of the assessment.
- Significant change in employment circumstances beyond your control (part-time students only).

¹ Where your Mitigating Circumstances relate to **physical or mental health conditions** you should provide documentation from a medical practitioner or a practitioner who is registered with an appropriate professional body such as the British Association for Counselling and Psychotherapy, the UK Council for Psychotherapy, the British Psychological Society, or an appropriately qualified Student Support professional. Medical practitioners in the UK should be members of a recognised professional body such as the General Medical Council, Nursing and Midwifery Council, General Chiropractic Council, General Dental Council, General Optical Council, General Osteopathic Council, General Pharmaceutical Council, Health Professions Council or Pharmaceutical Society of Northern Ireland. If you have sought medical attention abroad the certificatory must be licensed to practise in the country in question. Where your Mitigating Circumstances relate to **non-medical conditions** you should provide evidence from a solicitor, a court or tribunal officer, a police or fire officer, an official certificate (e.g. Birth or Death Certificate), a Departmental or Faculty Senior Tutor. **University Services** Evidence can also be obtained from the following Warwick services: Student Support, Financial Hardship, Disability Services and Mental Health and Well Being and the Students' Union Advice Centre.

- Significant change in personal or unforeseen financial circumstances (e.g. divorce of student, fire, court appearance by student, acute accommodation crisis).
- Late diagnosis of a disability, including Specific Learning Difficulty (SpLD).
- Bullying, harassment or threatening behaviour.
- Victim of a crime or involvement in a criminal case (e.g. as a witness).

NOTE: This list is not exhaustive and if you feel that you want to report a claim for mitigating circumstances which is not listed above, but does in your opinion represent a mitigating circumstance, you should list the mitigating circumstances on the mitigating circumstances form and submit it for consideration as published by your department. The department will seek advice from the relevant Academic Director of Undergraduate or Postgraduate Studies to ascertain if the mitigating circumstance falls within the definition of mitigating circumstances.

Claims based on the following would not normally be considered to fall within the definition of mitigating circumstances (the list is NOT exhaustive):

- A permanent or chronic condition which you have already told us about and is covered by reasonable adjustments.
- Circumstances that do not relate to the assessment period in question unless independent evidence is provided which demonstrates the ongoing detrimental impact of a personal situation/medical condition.
- Minor illnesses, minor injuries (e.g. coughs, colds etc.) **not** requiring treatment from a qualified practitioner and that in a work situation would not normally lead to absence.
- Minor illnesses of relatives (unless you have substantial care or support responsibilities for the person).
- Examination stress and anxiety, unless a flare-up of a pre-diagnosed illness/condition.
- Stress or symptoms of anxiety or low mood which do not meet the criteria or threshold for a diagnosis of an anxiety or mood disorder.
- Pressure of academic workload.
- Computer, printer or other IT failure.
- Temporary self-induced conditions, e.g. hangover.
- Travel disruption (e.g. traffic jams, delayed trains).
- Misreading or misinterpreting of an assessment title, assessment dates, time, and deadlines.
- Claims submitted without independent supporting evidence.
- Assessment dates being clustered or close together unless there has been a specific recommendation for reasonable adjustments which includes spacing of assessment dates.
- Employment or other types of external work (unless due to hardship that could not be foreseen).
- Non-academic activities and events that can be planned (such as holiday, moving house, weddings, normal sporting events etc.) or that were foreseeable and preventable.
- Late disclosure of circumstances on the basis that the student did not feel comfortable submitting mitigating circumstances prior to the relevant Board of Examiners' meeting where marks are confirmed (i.e. only submitting mitigation after they have failed an assessment).
- Staff absence due to illness or other unforeseen circumstance.
- Ignorance of the regulations or examination or assessment arrangements.

7. ACCEPTABLE EVIDENCE

Evidence is a vital part of a mitigating circumstances submission. Without it your claim will be rejected. It must be:

- Written by an independent qualified practitioner (letters from relatives are not acceptable); dated and written on headed or official notepaper and in English. If the letter is in another language you must provide both a copy of the original note and a certified translation into English. The University may seek to verify the accuracy of the translation provided. Photocopy or scanned evidence is acceptable.
- Written around the time you were experiencing your claim in order for an assessment to be made on the impact of your claim. *Evidence written sometime after the event will not normally be accepted as it is not possible to evidence the impact of the claim on the individual during the period affected.*²
- Comprehensive and up to date evidence referring to physical or mental health which should be obtained normally after an appropriate face-to-face consultation with a qualified practitioner. Evidence obtained via a consultation over the phone (unless from a UK GP) or over the internet may be given less weight and will be rejected if it has been written sometime after the event.

If you are waiting for evidence and are worried it will not arrive in time before the mitigating circumstances deadline you should still submit your case BUT highlight that you are still awaiting evidence and report when it was requested, when it is likely to arrive and who it will be coming from.

The University reserves the right to check the legitimacy of any evidence provided. If any submission is found to be fabricated or altered then the student may be investigated under [Regulation 23, Student Disciplinary Offences](#).

8. DEADLINES

Mitigating Circumstances must be submitted to your Home Department using the Mitigating Circumstances Form on Tabula as soon as possible. DEADLINES: For extensions requests for individual pieces of work, Mitigating Circumstances should be submitted as soon as possible and definitely before the submission deadline for the piece of work in question. For all other mitigating circumstances submissions that might be relevant to a Board of Examiners, submissions should occur by the departmental deadline provided in either the Student Handbook, by e-mail, or notices on Moodle.

Mitigating circumstances not submitted by the relevant deadline cannot be considered by the School/Department and may only be considered by an Academic Appeals Committee as part of an academic appeal, please see [Regulation 42](#) for more information.

An Academic Appeals Committee will not consider mitigating circumstances reported outside the deadlines as set out in this policy unless the student can demonstrate that there is an exceptional reason why the submission was not presented at the correct time which must be accompanied by independent supporting evidence highlighting why it couldn't be presented before the deadline.

9. WHAT HAPPENS NEXT?

Requests for extensions: The Director of Studies with input from the Chair of the MCP (normally the Senior Tutor) will review your mitigating circumstances in confidence and decide whether an extension or late submission penalty waiver is appropriate. You should receive a decision within 3 WORKING DAYS. The Board of Examiners will be notified of any decision but NOT your mitigating circumstances behind it to ensure confidentiality.

Other mitigating circumstances relevant for an exam board: Your evidence will be examined and the impact of the mitigating circumstances, but not necessarily the circumstances themselves, will be graded (rejected, weak, moderate, severe) in confidence by a Mitigating Circumstance Panel (MCP) in your Department, after the departmental deadline for submission and before the Board of Examiners' meeting. The panel will make recommendations based upon the type, timing, severity, and robustness of evidence provided. The MCP may

² Evidence written after the fact by a professional that is based on observations made at the time is acceptable

typically include the Senior Tutor, the Director of Undergraduate/Postgraduate Studies, the Head of Department, the Chair of the Board of Examiners, the Secretary to the MCP, or the Director of Student Experience. Individual Departments must publish the membership of their MCP's in the Student Handbook and their membership may be different if appropriate. The Board of Examiners will be notified of the decision but NOT of your mitigating circumstances to ensure confidentiality.

For Psychology PGT courses, MCP's will usually be comprised of some combination of the following membership (please note that membership may change at any time for any reason):

- Dr Hester Duffy, Senior Tutor (UG)
- Dr Claudie Fox, Director of PGT Studies, Senior Tutor (PG) and Course Director for MSc in Clinical Applications of Psychology
- Professor Elliot Ludvig, Course Director for MSc in Behavioural and Economic Science (Science Track)
- Professor Thomas Hills, Course Director for MSc in Behavioural and Data Science
- Dr Friederike Schlaghecken, Course Director for MSc in Psychological Research
- Dr Kirsty Lee, Course Director for MSc in Mental Health and Wellbeing
- Dr Emily Biggs, Teaching & Learning Manager
- Mrs Alice Parkes, Programmes Coordinator
- Mr Thomas Freeman, Postgraduate Programmes Officer
- Mrs Jenny Regan, Postgraduate Programmes Officer

Outcomes made to the Board of Examiners will be recorded by student ID number only. The record will include a brief summary of the discussion of the case. A student is entitled to know the outcome of their submission, however, details of the discussions held will not normally be disclosed.

10. POSSIBLE OUTCOMES AT AN EXAM BOARD

The MCP will take into account and reflect relevant factors such as your mode of study, or mode of assessment, and the decision will only be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed for assessed work or examinations. Depending upon the severity of the circumstances, the possible recommendations of the Board of Examiners can include:

- The claim was rejected.
- The mitigating circumstances were considered weak, and/or had no material effect on your academic performance. For example, the circumstances fall within the normal level of everyday life that a person with normal emotional resilience would be expected to cope with.
- The waiving or reducing of penalties for late submission of assessed work.
- The waiving of a piece of work you failed to submit for assessment that had a credit weighting of 3 credits or less, if the Board of Examiners concludes that it is not in your interest (or it is not possible) to reschedule it. The unreliable component will be disregarded, and the module mark will be recalculated.
- Allowing you a further re-sit (examination)/re-submission (assessed work) opportunity. This would be as a final attempt so the marks will be capped at the pass mark and there will be no further opportunity to remedy failure.
- Allowing you a further sit (examination)/submission (assessed work) opportunity. This would be as a first attempt so marks will not be capped and there will be a further opportunity to remedy failure. Any marks achieved in the subsequent attempt will count as the original mark.
- Proceeding with low credit to the next year of study. This decision must be made within University and Program Regulations. You must be notified of the implications this has on any future failure and for the achievement of your degree.

- The recommendation that you be awarded a Degree (or other qualification) or award of a higher class of degree than would be merited by the marks returned, subject to any restrictions imposed by accreditation or professional certification
- The recommendation to the Academic Registrar that you should be granted a repeat of the year in full as a first attempt so that marks will not be capped (except for the MBChB programme) and there will be a further attempt to remedy failure. All previous marks achieved will be discounted. Note this will incur another set of fees.
- The recommendation to the Academic Registrar that you should be granted a repeat of the year in full as a final attempt so that the marks are capped at the pass mark and there will be no further attempt to remedy failure. Note this will incur another set of fees.

An additional outcome at any level of severity may be:

- No action is required in terms of progress decisions, but the circumstances will be carried forward and be considered when determining the degree classification at the relevant level and at a future meeting of the Board of Examiners.

11. WHY MIGHT MY CLAIM BE REJECTED

- Your form was incomplete or incorrectly submitted.
- Your evidence was recorded and submitted after the relevant event and deadline for MC submission without prior indication that it might be submitted late.
- The evidence you submitted did not support the claim that the nature of the circumstances was over and above the normal difficulties that would be experienced by an average person with average resilience.
- Your form was not submitted by the relevant deadline and the mitigation would not have prevented the claim being made before the deadline.
- No independent documentary evidence was supplied to support your request (letters from family, and friends are not normally sufficient).
- There was insufficient evidence to show that the timing of the circumstances adversely affected your assessment.
- Sufficient mitigation had already been made for the same circumstances.
- The circumstance is a disability for which reasonable adjustments had already been made.

Pastoral Care and Support

Personal tutors

Personal Tutors are academic members of staff based in departments, assigned to each student on arrival at Warwick. They provide academic advice to personal tutees on their studies and personal development including feedback on academic progress and transition into university life. They also offer help and advice on other issues that impact students' ability to study which may involve signposting students to Wellbeing Support Services for professional assistance.

Personal tutors are the first point of contact for help with concerns about academic progress, study problems, enquiries about course changes, general concerns about university life, and financial issues. All departments have one or more Senior Tutors with whom students can also discuss issues. On occasion your personal tutor may refer you to either the Senior Tutor or to other support services within the university, such as Wellbeing Support Services.

The Senior Tutor (PG) for Psychology is Dr Claudie Fox (Claudie.Fox@warwick.ac.uk).

Additional academic support

The department has a number of additional support facilities, including staff trained in mental health first aid.

Name	Location	Contact
Liz Farmer	H042	L.Farmer@warwick.ac.uk
Jag Jutley-Neilson	H039	Jagjeet.Jutley-Neilson@warwick.ac.uk

Student Information Centre

The [Student Information Centre](#) is open seven days a week at the very heart of campus to help you access whatever it is you need, day or night.

They are the 'face' of Warwick Accommodation, Student Records, Student Finance, and many other academic-related enquiries, and are committed to providing a first-class service on behalf of the University.

Student engagement

The PGSSLC

The Postgraduate Student Staff Liaison Committee (PG SSLC) provide an accessible arena for students to discuss any concerns they have with teaching, learning and student support services with the academic staff from their department.

SSLCs work in conjunction with the Students Union, and the [SU website](#) gives details for the representatives for the academic year.

Feedback can be sent through the PGSSLC representatives, via the [PGSSLC page](#) on the Psychology website, or via any member or staff. We welcome student feedback in all areas.

It is through the PGSSLC that student opinion on course changes will usually be sought, although the department may also make use of focus groups.

We welcome student feedback in all areas, and actively use feedback given on modules so we encourage students to engage with the module feedback process. If you are interested in being involved with the SSLC, please contact the current PGR representatives:

Peter To (Peter.To@warwick.ac.uk) – Psychology PG SSLC Chair

TBC – Psychology PG SSLC Secretary

University Feedback and Complaints procedures

[University complaints procedures](#) are outlined on the University's website.

You are always encouraged to speak to the department if there is any feedback you would like to give.

University information

Term Dates

The [term dates](#) for the academic year can be found on the University's website.

Please note that there are no reading weeks on courses within the Psychology department.

Community

At Warwick, we believe that every individual in our University community should be treated with dignity and respect and be part of a working and learning environment that is free from barriers, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage or civil partnership and pregnancy or maternity status.

We value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact.

We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible, and inclusive environment.

We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, [equality and diversity](#), and mutual respect and consideration for the rights, safety and dignity of all.

We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community.

The university has an online portal called [Report and Support](#) which allows students, to disclose incidents of bullying and harassment, discrimination, relationship abuse, hate crimes/incidents or sexual misconduct, carried out by a student or member of staff of the University of Warwick. If an individual decides to disclose their name and contact details, the platform also acts as a route to additional confidential support through the university's liaison officer scheme. This support includes emotional support, academic support, financial support, and support accessing emergency or alternative accommodation.

Take a look at the following to help you understand what this means for you:

reportandsupport.warwick.ac.uk

Report and support, what is:

- Sexual Misconduct
- Discrimination
- Bullying and harassment
- Relationship abuse
- Hate crime/incidents

warwick.ac.uk/about/values/

What's Expected of Students at Warwick, which summarises key expectations for students and signposts to associated support

warwick.ac.uk/services/socialinclusion/about/

Social Inclusion, setting the value we place on maintaining an inclusive environment where all can contribute and reach their full potential

warwick.ac.uk/dignity/

Dignity at Warwick Policy, setting out how our differences are respected and valued and how we aim to prevent and address harassment and bullying

warwick.ac.uk/about/strategy

University Strategy, which sets our vision as a world-class university and our values

warwick.ac.uk/wscs/

Warwick Student Community Statement, which sets out aims for the University as well as for students

warwick.ac.uk/services/gov/calendar

University Calendar, the main 'rule book' and includes ordinances and regulations which you need to be aware of, including examinations, cheating, use of computing facilities and behaviour

warwick.ac.uk/services/aro/.../studentlife

Student Life, which provides information and links to University regulations, policies and guidelines that govern what a student can expect from the University and what they need to adhere to as a student

University Policies For All students

Feedback and Complaints

We want you to be able to let us know when things are going well or there is something that you particularly like, but also if there is a problem that you don't feel you can resolve yourself. As part of this, we have a Student Feedback and Complaints Resolution Pathway and actively encourage feedback on all aspects of the student experience.

While we are committed to providing high quality services to all our students throughout their University experience, if there is something that goes wrong and you want assistance to resolve, we have an accessible and clear [Feedback and Complaints](#) procedure on the University website which you can use to make a complaint.

Health, Safety and Wellbeing

- [Policy Statement](#)

Smoking Policy

- [Policy Statement](#)

Anti-Bribery Policy:

- [Policy Statement](#)

Online and Social Media Communications Policy

- [Policy Statement](#)

Attendance and Study

- [Study Hours Statement](#)
- [Policy on Recording Lectures](#)
- [Regulation 31; Regulations governing the use of University Computing Facilities](#)
- [Regulation 36; Regulations Governing Student Registration, Attendance and Progress](#)

Assessment:

- [University assessment strategy](#)
- [Policy on the Timing of the Provision of Feedback to Students on Assessed Work](#)
- [Moderation guidance](#)
- [Regulation 10; Examination Regulations](#)
- [Regulation 11; Procedure to be Adopted in the Event of Suspected Cheating in a University Test](#)

- [Regulation 23; Student Disciplinary Offences](#)

University Information For Postgraduate Taught students

Masters Skills Programme

Use the Masters Skills Programme to develop your academic, personal and professional skills whilst at Warwick. Our range of workshops, events and online resources will help you adjust to postgraduate study, boost your employability and enhance your research skills.

Selected highlights:

- Warwick Skills Portfolio Award: tailored by you to meet your personal development needs, this award encourages you to work towards your own goals and reflect on your learning experiences
- Leadership Scheme: this scheme runs during the spring term and is designed to support students in developing their leadership skills whilst at Warwick

There are plenty of opportunities to meet other students and you can gain recognition for your efforts through the Warwick Skills Portfolio Award.

For more information, please see the [Skills](#) website and [Twitter](#) accounts, or email them at skills@warwick.ac.uk.

PG Hub

Found on the second floor of the Junction building (card access, postgraduate-only), the PG Hub is a peer-led collaborative community space that brings together postgraduates from across Warwick. At the PG Hub you can:

- Book meeting rooms for group-work and collaborative study, as well as find first-come-first-served study and meeting space
- Ask any questions you might have about your postgraduate life at Warwick
- Access support for your dissertation through Dissertation Station
- Find mentorship to take you to the next level
- Get actively involved in cultural events, such as Hallowe'en, Chinese New Year, Eid and other celebrations
- Locate support for your studies and future career plans through events and drop-ins
- Share your postgraduate life through our competitions and social media

We recognise that postgraduate life is about more than just work. The PG Hub exists to make your time at the University more productive and enjoyable, so we welcome your ideas on things you want to see as a Warwick postgraduate.

Opening times: 09:00 – 22:00 (see website for holiday opening)

For more information, please see the [PG Hub](#) website and the [PG Hub Twitter](#) account, or email them at pghub@warwick.ac.uk.

Specific support for international students

The University provides specific support for [international students](#), details of which can be found on the University website.

Policies for Postgraduate Taught Students

- [Regulation 37; Regulations Governing Taught Postgraduate Courses](#)

- [Requirements for Taught Postgraduate Awards](#) (harmonised PGT conventions), including any approved exemptions and specific departmental requirements
- [Rules for Award](#)
- [Right to Remedy Failure](#)
- [Maximum Periods of Study](#)

Learning Resources and Student Support

Library

The Library has a designated Academic Support Librarian (ASL) for each academic department. For Psychology, this is Samantha Johnson (Samantha.A.Johnson@warwick.ac.uk). The Academic Support Librarians are able to provide advice about Library services and resources for staff who are planning courses or putting together course materials and module websites. They can arrange bespoke information literacy / research training which can be embedded at module or course level. Some examples of approaches can be seen by looking at the [Student as Researcher](#) programme.

They can also give advice on the [Talis Aspire Reading List software](#) which can help you with acquiring resources and which improves the student experience by connecting them seamlessly to their reading material.

ASLs can also provide discipline-specific text about the Library for student handbooks. These include:

- General information about accessing and using the Library, various Learning Grids and the Modern Records Centre
- Information sources for your subject
- Developing information and research skills
- Sources of help and advice

Students can access the [Library](#) website for general information and for support in starting research in their [subject area](#). Regular news and updates can be found via the Library's homepage, [Facebook](#) pages and its [Twitter/Instagram](#) account.

The Library also manages a number of learning and teaching spaces from which skills enhancement and community engagement programmes are run:

Study Spaces – University of Warwick Library

- The Learning Grid, University House
- The Learning Grid Rootes
- The BioMed Grid (for Biological Sciences and Medical students)
- [The Postgraduate Hub](#) (for all PG students)
- [The Teaching Grid](#) (for teaching staff)
- [Co-Creation Space](#) (a new space where staff and students can come together to co-create)
- Wolfson Research Exchange (for all Warwick's researchers)
- [Modern Records Centre](#)

In particular, the Modern Records Centre houses the Library's archive collections. MRC staff can provide training for students on the range of sources contained in the collections, and on conducting research using archive sources. They also provide advice for researchers wishing to use their collections.

Information about the above can be found on the [Library](#) website.

More on the Library's [community engagement wellbeing services](#) for students can be found on their website.

Student Opportunity

[Student Opportunity](#) offers a wide range of face-to-face and online resources, workshops, presentations, 1:1 information, advice and guidance and dedicated enquiry point based in the Student Opportunity Hub in Senate House.

Within Student Opportunity, the **Careers team** supports students to personalise their career path, building confidence and equipping them to explore the widest possible range of possibilities. They offer support with navigating employer recruitment and selection processes and bring hundreds of employers of all sizes and from all sectors to campus events. Employability support enables students to:

- Understand what's important to them, their values, strengths and career goals
- Recognise and develop the transferrable skills employers look for
- Research employers, search for vacancies, gain work or volunteering experience and find a job or further study place for after graduation

Our Senior Careers Consultant provide discipline-specific support for students. For Psychology, this is Siobhan Qadir (S.Qadir@warwick.ac.uk). This can include 1:1 careers guidance, support for alumni events and discipline-specific information sessions or employability sessions embedded in academic curricula. Students can also be referred to the [Careers](#) website for more information.

The Skills team offers employability skills and personal development opportunities based on the 12 Warwick Core Skills. These include:

- The Warwick Award, which recognises students' skills development both within and alongside their course
- Moodle courses for each of the Warwick Core Skills
- The Undergraduate Research Support Scheme (URSS)
- Personal Development Programmes
- Intercultural communication and teamwork training

For more information, please see the [Skills](#) webpages on the University's website.

The [Intercultural Training](#) team seek to enable you to better understand, communicate, and build effective relationships with those from different cultural backgrounds through the 'Intercultural training programme'.

The [Student Mobility](#) team is able to support students interested in pursuing work and study opportunities overseas, whether a traditional Year Abroad or a period of short-term mobility.

The [Internships, Placements and Work Experience](#) Provides the WorkReady Toolkit, which supports students throughout their work experience journey to secure opportunities and gain the maximum benefit from the experience, enhancing their readiness for graduate employment. Students facing financial challenges to undertake work experience can access support from the Work Experience Bursary.

[Warwick Volunteers](#) enables students to access a wide range of volunteering opportunities, enabling students to gain experience and transferable skills whilst benefitting the local community.

Student Experience

The Student Experience Division was created in May 2022 and are focused on students' wider experience of the university, beyond their teaching and learning.

The Warwick Community Experience team launch new students' time at Warwick with a centralised Welcome programme of information, social activities and transitional support, and curate the year-round [Warwick Presents](#) programme of vibrant, visible, campus-based events, cultural celebrations and activities.

The **Student Immigration & Compliance team** provide international students with vital visa advice and support, and ensure Warwick is compliant with UK immigration rules and sponsor duties. The team supports all EU and international students during their studies at Warwick and assists with immigration advice (a free and confidential service advising on issues including visa extensions, dependant visas, working in the UK during or after study, travel visas, etc.); practical support (bringing family to the UK, provides letters to prove student status for visa purposes, etc). Advice on immigration should only be obtained via appropriately qualified staff in the [Immigration](#) team.

It is important to note that changes to an international student's enrolment status, for instance, temporary withdrawal, resit examinations etc., can have implications for their ability to hold a visa to remain in the UK and students will wish to seek advice accordingly.

IT Services as part of the Information and Digital Group

IT Services provide the essential resources and support necessary to give all students access to information technology services and support. If students have problems with IT related issues, IT Services provide a dedicated Help Desk. Students can go to the drop-in centre on the 1st floor of the Library building (Monday to Friday, 9am-5.30pm), telephone +44 (0)24 7657 3737 (Monday to Friday, 8.30am-5.30pm) or email: helpdesk@warwick.ac.uk.

Every student, with the exception of those students on courses at partner institutions which are validated by the University, is entitled to register to use the services provided by IT Services, which can be accessed from anywhere on campus. Information on setting up an account, accessing the network from on and off campus, printing and purchasing computers is available on the [IT Services](#) website. IT Services also produce information on acceptable use of University IT facilities for students and staff, which is contained in [Regulation 31](#).

A range of [Help Desk Leaflets](#) providing useful IT support information are available from the IT Services website or students can pick up copies from the IT Services Help Desk Drop-in centre in the Library. IT services also provide support for personal computer-related issues such as slow performance, removing viruses, replacing hardware, and assisting with file recovery.

The [training service](#) provided by IT Services is available to all University students and is provided to facilitate students to work more effectively with applications delivered by IT Services.

IT Services provides a number of open access work areas across Gibbet Hill, Westwood, and the main campuses, accessible to all students, and the University provides student residences with a network connection and access to wireless. For further information on the [Residential Network Service](#) (ResNet), please visit the University website.

Please see [MyWarwick](#) for links list to useful pages.

Language Centre

The [Language Centre](#) supports the University's strategic priority of Internationalisation of the student experience and its commitment to the increased provision of foreign language learning opportunities for undergraduate and postgraduate students across the University. For those interested in developing their language skills, the Language Centre offers a wide range of modules, resources, and programmes to support students. There are a number of choices available for acquiring a new foreign language or brushing up language skills:

1. Modules for credits on our academic programme

These can be taken as part of an undergraduate degree course, but must be agreed with the student's home department before enrolling. There are a range of levels available, as well as accelerated options for those who want to develop their language skills at a faster pace. More information is available on the [Language Centre's website](#).

2. Modules not for credit on our academic programme

The same modules as those available for academic credit are also available to take in addition to degree studies. A fee applies to these modules. More information is available on the [Language Centre's website](#).

3. Courses not for credit on the Lifelong Language Learning (LLL) programme

A programme of language courses available to students, staff and the wider community from beginner level. More information is available on the [Lifelong Learning website](#).

Enrolment

Enrolment takes place online for all programmes, from mid-September.

Academic modules: Please consult [Language Centre - Academic Enrolment \(warwick.ac.uk\)](#) for further information on the enrolment process. The Language Centre can also be contacted by email at smlcoffice@warwick.ac.uk for more information on these modules.

Lifelong Language Learning courses: Please consult [Language Centre - Enrolment for Lifelong Language Learning \(LLL\) Courses \(warwick.ac.uk\)](#). The Language Centre can also be contacted by email at smlcoffice@warwick.ac.uk for more information on these courses.

Wellbeing and advice

Wellbeing Support Services

Wellbeing Support Services offer brief consultations daily from 10am to 3pm Monday to Friday. These can be accessed via an online queue or students can drop in in-person at Senate House. There is no need to book in. The brief consultations are an opportunity to discuss what it is you are looking for support with, to learn about the different support options available, and plan the best next steps for you, with the support of the wellbeing professional.

The Wellbeing Support Team offer advice and support appointments on a wide range of issues. Whether you are an undergraduate or a postgraduate; home or international – if there is something troubling you, or hindering you from focusing on your studies, please come and talk to us.

The issues may be:

- practical - for example, difficulties with accommodation
- emotional - family difficulties, homesickness, support through a disciplinary process
- wellbeing-related - concerns about your wellbeing and how you can better manage it, or that of another member of the University community
- safety-related - concerns about security, harassment or crime

We can also refer onwards to appropriate internal/external services.

The Wellbeing Support Team also run a wellbeing programme called Steps to Wellbeing. This programme offers support and advice on managing low mood, stress and anxiety, productivity, managing change and sleep and relaxation. There are also 30-minute masterclasses offering tips on managing your wellbeing that run on a weekly basis during term time.

[Wellbeing Support](#) is located on the ground floor of Senate House. To access services, visit their website or telephone 024 76575570.

Counselling and Psychology Interventions Team

The Counselling and Psychology Interventions Team makes up part of the network of support for all students at any level of study. The team offers students opportunities to access professional support to help them better develop and fulfil their personal, academic and professional potential. The service is confidential, and no information will go on any academic student records. There is a range of services, including individual counselling (either in person or virtually online as appropriate), themed group sessions and counselling via email. The team uses a variety of theoretical models, including CBT, in their work to support students.

Students engage with the Counselling and Psychology Interventions Team to work through issues such as depression, anxiety, or problems with self/identity or interpersonal relationships, and so on. Students from all academic departments may bring problems from their past or present that hinder their capacity to function, such as: abuse, eating distress, loss, trauma and self-harm. The Psychological Therapists can help with exploring issues to develop insight and bring about positive change to psychological and emotional distress so students can better focus on their studies.

The Counselling and Psychology Interventions Team is located on the ground floor in Senate House. To access the services, submit an enquiry through the [Wellbeing portal](#) and you can speak to a Wellbeing professional who will advise you on the next steps.

Disability Services

The University offers a wide range of support services to students with disabilities (including specific learning differences, mental health, neurodiversity and long-term medical conditions) and encourages a positive climate of disclosure. Students with disabilities can seek advice and support through the Disability Team in Wellbeing Support Services. Further information relating to the University's provision for students with disabilities is available on the [Disability Services](#) webpages.

The Disability Team is located on the ground floor in Senate House. To access the services, submit an enquiry through the [Wellbeing portal](#).

Academic Departments, the Dean of Students Office, the Students' Union, the Health Centre and other teams in Wellbeing Support Services can also offer advice and guidance to students with disabilities. Further information can be found on the [Wellbeing Support Services](#) webpages.

The Disability Services team in Wellbeing Support Services can also provide information and guidance to staff supporting students with disabilities, also in relation to inclusive teaching and learning practices, the accessibility of course resources, assessment and delivery. Further information is available on the [Disability Services](#) webpages.

University Dean of Students and Faculty Senior Tutors

The University Dean of Students works closely with Faculty Senior Tutors to assist students and to promote and develop the academic support of students, individually and collectively.

The Dean of Students and Faculty Senior Tutors are experienced members of academic staff whom students can turn to in confidence for support regarding difficulties with their studies, which they have been unable to resolve with departmental Personal and departmental Senior Tutors.

The University Dean of Students has overall responsibility for the development of the personal tutor system, but no disciplinary function. Issues typically dealt with by the Dean of Students' Office include academic course issues unresolved at the departmental level; advice on temporary withdrawal; appeals against academic

decisions; academic complaints; ongoing difficulties with a Personal Tutor, Course Tutors or Supervisors; and problems with termination of registration proceedings.

To contact the Dean of Students Office please contact the Dean of Students PA (DofSResourcePA@warwick.ac.uk) who will put you in touch with Dean of Students or the appropriate [Faculty Senior Tutor](#).

Personal Tutors

Personal tutors offer academic support during your studies and signpost to university support services and opportunities when appropriate.

Personal tutoring is a two-way conversation, between you and your tutor, focused on your academic experience and development. The Personal Tutoring system:

- provides access to an ongoing face-to-face professional relationship while you study;
- means you are known by name, and as an individual, by a member of academic staff in your home department who can advise you about your studies and support you to navigate department processes;
- enables you to draw on your tutor's expertise about available development and support opportunities;
- creates the opportunity for you to become part of the learning community within your department and the wider University.

For advice on how to make the most of your tutor/tutee relationship, read [this blog](#) by English Language and Literature student Abigail Booth.

Personal Tutor Structure

Heads of Department and departmental [Senior Tutor\(s\)](#) are responsible for the operation of personal tutoring within their respective departments. The University's [Dean of Students](#), with the Faculty Senior Tutors, have strategic responsibility for personal tutoring and its development across the University. Faculty Senior Tutors can assist you if you need support with your studies and your issue has not been resolved with departmental Personal and Senior Tutors.

For Psychology, the Senior Tutor (PG) is Dr Claudie Fox (Claudie.Fox@warwick.ac.uk).

Directors of Student Experience

Directors of Student Experience (DSEs) are responsible for working with students to enhance the learning experience in your department. Roles vary but usually include a focus on building a strong departmental learning community, working with students to enhance learning, teaching and inclusion, and developing department policies and practice to improve student experience. They work closely with student representatives through Student Staff Liaison Committees.

Residential Community Team

All students who have accommodation on campus have access to the Residential Community Team (RCT). The RCT works and lives alongside students within the Halls of Residence and is comprised of a team of managers and current students from different walks of life.

The RCT are there to help with a wide range of matters including, but not limited to, personal or family problems, feeling lonely or homesick, problems with accommodation, and when students are not sure where to get help or who to talk to. In addition, the RCT organise a series of events and activities designed to support students as they transition to University life and to enable them to develop the skills and internal tools needed to navigate student life.

Guidance about life on campus has been compiled, including information for students on various aspects of living on campus, and can be found on the [Residential Life](#) website.

Between 9am – 11pm, Monday to Friday, and 12pm – 11pm, Saturday and Sunday, the RCT can be contacted via email at: rescommunityteam@warwick.ac.uk or telephone +44 (0)24 7657 5570.

For non-emergency support outside of these hours, the RCT operate two dedicated phone lines – the numbers for which are provided to students when they arrive. For emergencies outside of these hours, students should contact the Community Safety Team on 024 7652 2222.

University Health Centre

Students living on campus or within the catchment should register with the University Health Centre. Students will have to be registered in order to use the Health Centre services, although the Health Centre may be able to assist non-registered students in emergencies.

Please see full details of eligibility on the **Home Page** within the **Register Here** tab on the [Health Centre](#) website.

The Health Centre provides primary health care GP services to registered patients; two medical practices with both male and female doctors; nurse practitioners and Practice Nurses; sexual health clinics; travel clinics and immunisation facilities. Students should call the Health Centre if they require a consultation with a doctor or nurse, an emergency appointment, emergency contraception, vaccinations or advice on vaccinations, and sickness certification.

Students living off-campus, who are not able to register with the health centre, can locate their nearest GP by visiting the [NHS](#) website.

The University Health Centre is located on Health Centre Road and can be contacted by telephone on 0247 526 3418.

Chaplaincy

Our Chaplains and Faith Advisors delight in the diversity and vibrancy of relationships between people with differing worldviews. We would love you to be part of the community here and to feel at home.

If you need space to reflect in the midst of a busy academic life, you can find it at the Chaplaincy. It's a place of safety, care and encounter. We're here for absolutely anyone who would appreciate our quieter space and the support of our Chaplains.

You're welcome to drop in and make yourself a hot drink; take a seat in our lounge or study spaces; take a moment by yourself or with friends. Take advantages of our outside space to walk the Labyrinth or enjoy the peace of the Contemplation Garden on the Westwood campus. Life can be challenging, so if an ear to listen would be helpful, our Chaplains are there for you, whatever your own beliefs and faith. We are here for people of all faiths and none.

If you have a particular faith or religion, we are able to help you meet with people who share your beliefs and can help make University a time of growth for you.

For the latest details and to contact a Chaplain, please refer to the [website](#).

Warwick Students' Union Advice Centre

[Warwick Students' Union Advice Centre](#) offers free, independent, non-judgmental, impartial and confidential advice to Warwick students. The team of experienced advisors will provide friendly, professional and practical advice and support or/and signposting on a range of enquiries which include:

Academic advice: Appeals, complaints, mitigating circumstances, disability/reasonable adjustments, change of course and problems, temporary or permanent withdrawal, any University Committee proceedings continuation of registration, misconduct or plagiarism, fitness to practice and more.

Housing advice: Campus accommodation, tenancy contact checks, university and private housing, landlord and tenant disputes, tenants' rights, repairs and deposits.

Disciplinary advice: If you are involved in any incident that is investigated under the Disciplinary Regulations, WSUAC can support you through the process and accompany you at meetings and hearings.

Money advice: University fees, debt advice, budgeting SFE problems, hardship, independent status and we can provide free food parcels and foodbank vouchers discreetly and confidentially.

This is not an exhaustive list of what WSUAC does, so if you are unsure where to get help or advice contact them and they will help you or signpost you to someone who can help.

Contact [Warwick Students' Union Advice Centre](#) via their website.

Student Funding Support

The [Student Funding Support](#) team offers information, advice and guidance on all aspects of financial support. This includes government grants and loans, and undergraduate scholarships and bursaries provided directly by the University to students. The team administers University hardship funds to students and can provide budgeting advice.

Students should contact Student Funding Support if they want further information about what financial support they may be entitled to, including loans, grants, scholarships and bursaries, or are having difficulty meeting essential course-related or living expenses.

The Student Funding Support team is located on the ground floor of Senate House (open Monday to Thursday, 9am-5pm, Friday 9am-4pm) and can be contacted by telephone on 024 761 50096 or email: studentfunding@warwick.ac.uk.

Community Safety

The Community Safety team works 24 hours a day, 7 days a week, 365 days a year to support the University community by ensuring there is a safe, secure and friendly environment for students, staff and visitors. If you have any queries about your safety and security on campus, you can visit the [Community Safety](#) webpage or email: community.safety@warwick.ac.uk.

You can also phone the Community Safety team on 024 765 22083. In an emergency on campus, phone 024 765 2222 and in an emergency off-campus phone 999, which will take you through to external emergency services.

Students should always call Community Safety for emergency response requirements, i.e. first aid/ambulance/fire, safety and security issues on and off campus, mental health aid, pastoral care, facility support, outdoor event applications and entertainment support including external speaker events. The Community Safety contact phone numbers can be found on the back of student and staff ID cards.

University Children's Services

Children of Warwick staff and students are eligible to attend the University [Nursery](#). Parents interested in placing their child in the nursery should contact the nursery with regards to availability and complete an [application form](#) on the Nursery website as early as possible. The nursery administrator can provide parents with advice on how to search for alternative nursery care, if required.

The Nursery is located on Lakeside, opposite the Scarman House Conference Centre, on Scarman Road and can be contacted by telephone on +44 (0)24 7652 3389 or email: nurseryenquiries@warwick.ac.uk.

In recent years, [school holiday schemes and summer schemes](#) have also been available to primary school age children for all holidays (exc. Christmas). Booking opens approximately 6 weeks before the beginning of the individual schemes. For more information on the scheme parents can email holidayscheme@warwick.ac.uk.

Education Group

- [Student Administrative Services](#)
- [Student Opportunity](#)
- [Student Experience](#)
- [Admissions](#)
- [Widening Participation and Outreach](#)
- [Doctoral College](#)
- [Education Policy and Quality](#)

Finance

- [Student Finance](#)
- [Student Funding](#)