Department of Psychology

MSc Psychological Research Handbook

2026-27

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Departmental information

1. Welcome

A very warm welcome to the Warwick Psychology Department!

The Department of Psychology was founded in 1974. Our goal is to provide and maintain an environment in which teaching and research of the highest quality can flourish. Postgraduate students play an important role in this mission. They are a source of innovation and inspiration in research, and they are essential members of the research community. We aim to offer postgraduate students everything they need to fulfil their potential. You will find that our facilities for teaching and research are superb. I hope that the Department's research climate will inspire you to produce your best work and that you will thoroughly enjoy your study experience at Warwick.

We look forward to an exciting new year in 2026/27.

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. It should be used in conjunction with the MSc in Psychological Research web pages which will also provide useful information and links and alert you to changes within the academic year. Remember, there will be updated information every year, so do have a read through and keep yourself up to date for the new academic year. We may also advise you of any changes via email.

This handbook is produced for you, as a student in the department, and corrections or suggestions for improvements are welcome. Please send any suggestions to the Postgraduate Programmes Officer, Jenny Regan (Psychology Building, Room GF.57 – PsychologyPG@warwick.ac.uk)

2. Communicating with students

Communicating with us

For enquiries, please contact the:
Psychology Postgraduate Office,
Department of Psychology,
Room GF.57, Psychology Building,
University of Warwick, CV4 7AL.
Tel: +44/0 2476 523096
Email: PsychologyPG@warwick.ac.uk

Office hours: Monday - Thursday: 9.00–12:00, 13:00-16.00, Friday 9.00-12:00, 13:00-15.00. Outside of these hours, please use the email above.

Key members of staff with a specific role on the MSc in Psychological Research are as follows:

Dr Friederike Schlaghecken, Programme Director, Psychology Building, Room: 1.73, Email: F.Schlaghecken@warwick.ac.uk

Postgraduate Programmes Officer: Jenny Regan, Room: GF.57, Tel: (024) 765 23096, Email PsychologyPG@warwick.ac.uk

Location

The Psychology department is situated in our own purpose-built building called The Psychology Building and is found on the Academic Loop Road. Staff offices are spread across floors 1 and 2 with the Department's Programmes Office (GF57) and the student common room found on the ground floor.

The department uses teaching facilities across campus. If you are unsure where to find a session, the university's interactive, searchable map at https://warwick.ac.uk/about/campus-journey/interactive-map allows you to search for a location.

The Psychology Building

The psychology building is a working space, and has a number of spaces which can be used for working. **We ask that socialising is conducted in the Student common room or atrium areas,** not elsewhere. Students are welcome to use other spaces within the building for working, but work etiquette should be maintained in these areas

This means that we expect students to use these areas for quiet study. If you wish to chat with your friends please use the atrium or find another location.

Please do **not:**

- Use mobile phones, Microsoft Teams or other such systems in these areas
- Use play music or computer games etc
- Leave food, drink, clothing etc in the work areas
- Move furniture
- Leave the work areas untidy - we will spot check and people not complying with the rules will be asked to leave
- Take up un-necessary space. Work spaces may need to have several individuals working within these.
- Allow unauthorised people into the computer room, common room or the building

Please be prepared to show your University ID card if asked.

The Department is not responsible for any items left, lost or stolen in the work areas.

Meeting / teaching rooms within the building can be used **but only** when these are not booked for teaching / meetings. Please be aware that you may be required to vacate these for bookings or staff meetings.

In cases of emergency

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 the Community Safety Team on +44 (0)24 7652 2222.

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 xxxxxx@warwick.ac.uk. It is your responsibility to ensure that you check this regularly. This email will be used throughout your time here, both during term, 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. We expect you to use your Warwick account and this is where information will be sent. It is possible to set up forwarding to most other email services if necessary.

Microsoft TEAMS The department uses Microsoft Teams to communicate information to whole year / groups or cohorts, including advertising events and opportunities. We may also use TEAMS for some meetings. Please ensure that you set up notifications for any TEAMs groups and check the channels regularly.

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 would use this app to inform you of any unavoidable, last-minute changes.

Updating your Student Record

It is essential that the department is able to communicate with you. Although email to your Warwick email address is the primary contact, it is also your responsibility to ensure that you keep university records of your address and other contact details up to date. For information on how to keep your student record up-to-date, please go to the Student Records web page
- https://warwick.ac.uk/services/academicoffice/studentrecords/students/

IT systems

Website

The department website is https://warwick.ac.uk/fac/sci/psych/ The website contains information about the Department, the people in it, news and events, and the current research.

Moodle is the teaching site, located at http://moodle.warwick.ac.uk/my/ The Moodle site is split into difference pages. There are pages 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.

MSc in Psychological Research student pages

The MSc Psychological Research course student webpages 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 information about the department, your course or processes.

These web pages are produced for you, as a student in the department, and suggestions for improvements are welcome. Please send any suggestions for module pages to the module convener and any suggestions for the MSc Psychological Research page (MSc in Psychological Research) to the Postgraduate Programmes Officer, Jenny Regan (GF.57 - PsychologyPG@warwick.ac.uk).

Tabula

Tabula is the student administration site. Tabula is where you will need to submit assessed work, where provisional marks will be displayed for you once your work has been marked (all marks are provisional until ratified by an exam board). It will also give you access to your personalised timetable, Seminar groups and any notes from the department. A guide to using tabula is provided for you when you start, and can be found on the Submitting work in Psychology web page.

MyWarwick

MyWarwick is the university student site, located at https://warwick.ac.uk/students/ 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 have an official Facebook, Instagram and X/Twitter account. These are:
https://twitter.com/warwickpsych
https://www.facebook.com/warwick.psych
Instagram: warwickpsychology

3. Staff details

A complete list of staff research interests, home pages, publications and profiles can be found at:
https://warwick.ac.uk/fac/sci/psych/people/

Office hours / Academic support and feedback hours

Academic support and feedback hours (office hours) for academic staff can be found on the MSc in Psychological Research web pages and displayed on office doors where appropriate.

4. Roles in the department

Postgraduate programmes

Postgraduate Office	• Liz Farmer, Postgraduate Programmes Officer • Jenny Regan, Postgraduate Programmes Officer **Room No**: GF.57, **Email**: psychologyPG@warwick.ac.uk
Director of MSc Programmes	• Dr Claudie Fox **Room No**: 1.21, **Email**: Claudie.Fox@warwick.ac.uk
Course Director MSc in Clinical Applications of Psychology	• Dr Claudie Fox **Room No**: 1.21, **Email**: Claudie.Fox@warwick.ac.uk
Course Director	• Dr Peter Trimmer (Acting 26/27)

MSc in Behavioural and Economic Science	**Room No:** 2.08, **Email:** Pete.Trimmer@warwick.ac.uk
Course Director MSc in Behavioural and Data Science	• Prof Thomas Hills **Room No**: 2.11, **Email**: T.T.Hills@warwick.ac.uk
Course Director MSc in Psychological Research	• Dr Friederike Schlaghecken **Room No**: 1.73, **Email**: F.Schlaghecken@warwick.ac.uk
Course Director MSc in Mental Health and Wellbeing	• Dr John Galvin **Room No**: 1.19, **Email**: John.galvin@warwick.ac.uk
PG Senior Tutor	• Dr Alex Clarke **Room No**: 1.14, **Email**: alex.clarke.3@warwick.ac.uk
Disabled Student Champion	• Dr Gemma Gray • **Room No:** GF60, **Email:** G.Gray@warwick.ac.uk
Director of Graduate Studies (Research)	• Dr Michaela Gummerum **Room No**: 2.10, **Email**: Michaela.Gummerum@warwick.ac.uk Deputy DGS • Dr Suzanne Aussems **Room No**: 1.49, **Email:** S.Aussems.1@warwick.ac.uk

Departmental Roles

Head of Department	• Professor Fiona MacCallum • TBC – Executive Officer to Head of Department **Room No**: 1.39, **Email**: HOD.Psychology@warwick.ac.uk
Deputy Head of Department (Teaching)	• Dr Adrian von Muhlenen • **Room No**: 1.11, **Email**: a.vonmuhlenen@warwick.ac.uk
Deputy Head of Department (Research)	• Prof. Adam Sanborn **Room No**: 1.13, **Email:** A.N.Sanborn@warwick.ac.uk
Head of Administration (from November 2026)	• Rachel Millichap **Room No:** GF.59, **Email:** R.V.Millichap@warwick.ac.uk
Teaching & Learning Manager	• Dr Emily Biggs **Room No**: GF.58, **Email**: E.Biggs@warwick.ac.uk
Programmes Coordinator	• Alice Parkes **Room No**: GF.57, **Email**: Alice.Parkes@warwick.ac.uk

Finance Officer	• Anita Burrows **Room No:** 1.39, **Email:** A.Burrows.1@warwick.ac.uk
Technical and Resources Manager	• Erdenejargal Erdenechuluun **Room No:** 2.35, **Email:** erdenejargal.erdenechuluun.1@warwick.ac.uk
Laboratory Research Technician	• Aiden Tee **Room No:** 1.03/2.35, **Email:** aidan.tee@warwick.ac.uk

All roles can be found on the People and Roles page of the current student webpages.

Psychology Postgraduate Modules and Conveners (26/27 academic year)

For a list of module conveners for 26/27, please see below.

Module Code	Module Name	Convener
PS902	**Research Project in Psychology**	**Dr Friederike Schlaghecken**
PS903	**Communication, Dissemination and Professional Issues**	**Dr Alex Clarke**
PS904	**Practical Research Skills for Psychology**	**Prof Derrick Watson**
PS906	Experimental 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	Dr Pete Trimmer (w/project supervisors)
PS918	**Psychological Models of Choice**	**Dr Emmanouil 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**
PS929	DTC Social Science Research Dissertation	Dr Chiara Gambi
PS931	**Bayesian Approaches in Behavioural Science**	**Prof Adam Sanborn**
PS932	**From Stress to Health**	**Dr John Galvin**
PS934	**Health and Wellbeing Interventions in the Real-World: What Helps and What Harms**	**Dr Adam Jowett**
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**	**Dr John Galvin**
PS939	Behavioural and Data Science Project	Prof Thomas Hills
PS940	Work Placement and Project	Dr John Galvin
PS941	**Computational Behavioural and Social Science**	**Dr Lukasz Walasek**

PS942	Mental Health and Wellbeing Project	Dr John Galvin
PS944	Political Psychology	Prof Gordon Brown

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

For more information on each module, please see the Moodle pages, or the module catalogue (https://courses.warwick.ac.uk/) which contains information about the contact hours and study hours expected for each module, and the assessments.

Who to talk to

You can talk to whoever in the department you are most comfortable doing so. Below gives guidance of the roles you may want to turn to in the first instance. For some issues, you may be signposted to specialist services either in or outside the university.

Difficulties with your course	• Your Personal Tutor / Supervisor • Senior Tutor for PG • Course Director • Director of MSc Programmes
Personal Difficulties	• Your Personal Tutor • Senior Tutor for PG SU Advice Centre: https://www.warwicksu.com/help-support/
Support with Wellbeing	• 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
Support with disability	• Disabled Student Champion • Disability Services https://warwick.ac.uk/services/wss/students/disability/
Difficulties with your residence	• Residential Community Team (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	• Module convenor (see relevant Moodle pages, Psychology website)
Mitigating Circumstances	• Your Personal Tutor (in the first instance) • Senior Tutor for PG
Careers	• Careers Advisor, Siobhan Qadir **Email**: S.Qadir@warwick.ac.uk
Course Satisfaction	• Course Director
Health and Safety Issues	• Technical and Resources Manager • University Health & Safety services

IT Issues	• IT Helpdesk Drop-in Centre: Library 1st floor, https://warwick.ac.uk/services/its/servicessupport/helpdesk
Feedback about a staff member	• Executive Officer to Head of Department **Room No**: 1.39, **Email**: HOD.Psychology@warwick.ac.uk
Complaints	• Complaints against the University, its staff, or other students are dealt with through the University complaints procedure. Please see: https://warwick.ac.uk/services/feedbackcomplaints

5. Policies and disclaimers

Health and Safety

All students will be expected to undertake a **Health and Safety induction** and **Fire Safety Training** courses (on Moodle). Certificates are obtained upon completion of the Moodle course and should be uploaded to Tabula by week 2 of Term 1.

The courses can be found at:

Health and Safety

Fire Safety Training

Equality and Diversity

We are committed to ensuring a working and learning environment in which all University members (staff and students) are treated fairly and with dignity and respect, and where bullying and harassment are not tolerated.

All students will be expected to complete the **Student Conduct: what you need to know course** (on Moodle). It communicates your rights and responsibilities as members of the Warwick community and 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

The course can be found on Moodle at:

Student Conduct: what you need to know | Moodle@Warwick

Certificates are obtained upon completion of the Moodle course and uploaded to Tabula by week 2 of Term 1.

When you have completed all the above training courses AND reviewed all the necessary course information, please complete the PGT New Starter form to confirm this.

Photocopying

Each student has access to the Departmental Photocopier. You will need to register with the photocopier using your University Card. Instructions are displayed in the room. For access contact PsychologyPG@warwick.ac.uk

Inter-library loans

Requests for Inter-Library Loans are normally unrestricted, though the Library requires the personal tutor or project supervisor's approval.

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.**
- **Ensure that 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 devise or drive.**
- **All data is provided to the supervisor at the end of the relevant module for storage by the department.**

For more information, please take a look at the Departmental Research Ethics web page - https://warwick.ac.uk/fac/sci/psych/students/ethics

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 outlines the University's commitment to transparency, accountability, promoting good information governance and compliance with both GDPR and the Data Protection Act 2018.

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.

IT use

The university policy on the use of computing facilities can be found at https://warwick.ac.uk/services/gov/calendar/section2/regulations/computing/. 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.**

Computers within the Department are PCs, networked to give access to a central server, laser printer, the library catalogue and other bibliographic resources, email and the internet. The department's standard software is Microsoft Word for word processing, SPSS for statistics, and Endnote for bibliographic work. In addition, a variety of other special purpose software is also available.

Unlicensed software must NOT be used. Students must apply for any software access e.g. Qualtrics through approved university process and not create personal accounts for university work.

It is the responsibility of the student to ensure that files are regularly backed-up. The university provides access to cloud storage on OneDrive as well as a centrally administered H:drive. Please note that local drives

may be automatically cleared. Student must ensure that all data and files are removed from computers by the time that of project submission.

After submission, departmental PCs will be reformatted and re-allocated and any data left will be erased.

Recommended IT specs for Psychology department

You can also find information on the Recommended IT specs for the Psychology department on the Psychology IT and software (warwick.ac.uk)

If you have any questions or concerns about psychology specific software or systems, please speak to Aiden Tee, Laboratory Research Technician aidan.tee@warwick.ac.uk

If you have general IT issues, please contact the IT Helpdesk https://warwick.ac.uk/services/idg/services-support/

6. Attendance requirements and monitoring

Students are autonomous learners and active participants in their education. They take responsibility for managing their learning and their engagement is demonstrated in many ways:

- in attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- in preparing for and participating in classes or carrying out their own research
- in directing their own learning beyond that specified by their teachers
- in completing formative and summative assessment tasks
- in monitoring and reflecting on their own progress
- in taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Personal tutor, International Student Support and Experience Team, Students' Union, Dean of Students, Wellbeing Support Services).

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 to ensure that they meet the progression and attendance requirements of the course. International students should be particularly aware of the consequences of missing contact/ Monitoring Points. The university's International Student Support and Experience Team is obliged to report to the Home Office UK Visas and Immigration if any students holding Student Visas have been found not to be engaging with and attending their course. This will normally lead to the curtailment of their visas.

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 2026/27

Monitoring points for this course for 26/27 can be found on the "monitoring and attendance" webpage under postgraduate monitoring https://warwick.ac.uk/fac/sci/psych/students/attendance/

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. For example, you may be ill and unable to attend the lecture that day. If you contact the Programmes Office (PsychologyPG@warwick.ac.uk) we may be able to mark the point as 'authorised missed'. This can only be done if you contact in advance of the session and provide supporting documentation. 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 is I miss a monitoring point?

You will be contacted should we become concerned about your attendance or engagement. Students will receive an automatic email for every unauthorised missed monitoring point. We are required to report any missed points to the University which will trigger the automatic emails. The emails will detail any action you are required to take.

If you miss **one point**, there is usually no problem, however missing further contact points, or concerns about engagement will trigger further communication and actions as detailed below.

After **three missed points (or from term 3 onwards a second point is missed),** or if there are other concerns with your attendance and progression, we will contact you to investigate whether you are having any problems that are preventing you from fully engaging with your course. We may refer you to the relevant professional within the University welfare system who could help you, such as the Senior Tutor or the Counselling Service, as appropriate and you may be required to attend a meeting with either your personal tutor or one of the department's Senior Tutors. An action plan will usually be agreed, with a brief summary recorded on Tabula.

Students will be monitored by the department over the next 2 monitoring points (or over a 30-day period, whichever is shorter) to avoid continued non-engagement. **Students who are visa holders should be aware that missing contact points can have implications for their visa. Further guidance for attendance monitoring for students who hold a visa can be found in the** Immigration Responsibilities - Yours & Ours | The University of Warwick web-pages.

If, a student continues to miss further monitoring points or does not engage with the action plan set, and a total of **six points are missed (or from term 3 onwards a third point is missed)**, the Department is able to invoke Regulation 36 to begin termination of registration proceedings and your case will be handed over to the Academic Office. A meeting will be required to establish the reason(s) for your poor attendance, and to discuss whether you are at risk of not completing your studies successfully by failing to attend. A Missed Monitoring Points Discussion form must be completed by the department and returned to Student Records so that a central record is retained of the agreed actions. As part of this process, options around withdrawal (temporarily or permanently) from the course at this point, will be discussed. Please note that, at this point, if you want to continue studying, the department will need to support this, and will only do so if you have not missed so much of the programme that you would not be in a position to successfully complete without the requirement to re-sit the year.

For any student not withdrawn or requesting temporary withdrawal having missed six monitoring points, the University will continue to monitor your attendance and should further monitoring points be missed action would be taken. Should **eight points be missed** the case would be referred to the Academic Registrar to consider the student's Permanent Withdrawal under Regulation 36. Departments would have to present strong evidence of extenuating circumstances on behalf of the student to request a stop to the permanent withdrawal at this stage.

Attendance requirements

It is expected that students attend all lectures, seminars and events for their course. Attendance is taken and will be monitored. Students are responsible for signing in as attended to sessions.

Please note that where attendance is monitored using card readers, students will not be recorded as attended at a session if they have tapped in more than 15 minutes before the official start time of a session or tapped in after the official end time of the session.

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.

The expectation is that a student is at Warwick for the duration of their studies. Distance study, even during the time of the project where there are few taught sessions, is not expected or usually permitted.

If a Postgraduate Taught student who is on a visa returns home from term 3 onwards, there is a risk that the student visa may be curtailed. A short period, for example, in cases of mitigating circumstances, such as a family emergency, may be permitted, but completion of the course without attendance will result in any visa being curtailed and may have implications on any further route.

Please complete the travel form as soon as you know you may need to travel so we can advise as needed. Supervisors must also be consulted for any travel, even in cases of mitigating circumstances as this may affect project timelines.

Keeping in contact with the department

We have provided information on attendance requirements and how to contact us on our monitoring and attendance webpages. If you do need to travel away from the campus during your registration, you **must** inform us.

If you are experiencing difficulties which are affecting your attendance, please do speak to the department so we can help support you. You can speak to your Personal tutor or a Senior tutor, or you can email psychologyPG@warwick.ac.uk and we can help signpost you to some further support and information.

All students are required to keep their contact details up to date, so that the department and University can contact them should they need to. Students can view and update their contact information via Student Records Online (https://www.warwick.ac.uk/evision).

7. Reference requests

Writing references is part of the role of the personal tutor. 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. A reference request form can help, and some tutors would like a follow-up meeting in feedback hours. The notification period and the attached documents will allow a tutor to write

the most helpful reference possible. Further guidance can be found on our Requesting Academic References web-page.

For Advice on applications, Interviews and Careers please see the Student Careers Page and speak to our careers consultant, Siobhan Qadir.

Course information

8. Course costs

There are no standard additional course costs for the MSc in Psychological Research. 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.

The department provides students with access to funds of up to £750 towards their research project. Please contact your project supervisor for more information about this.

9. Course Specifications

All information on modules can be found online on the university module catalogue (https://courses.warwick.ac.uk/) This contains information on the expected contact hours for each module and Information on assessment. Assessment deadlines will be on module Moodle pages and our current student webpages.

C8P9 Psychological Research (26/27 entry)

The normal load is 180 CATS. Two placements taken during the course allow students to contribute directly to the research area of their chosen supervisors. The research project element gives students the chance to develop their own area of study, supported through the advice of relevant academics.

Students must take the project module (PS902) and will take 2 placement modules in terms 1 and 2 (PS924, PS925, PS926).

Students will take either PS907 Advanced Qualitative and Quantitative Methods OR PS923 Methods and Analysis in Behavioural Science and optional modules from the postgraduate modules within the department (subject to supervisor recommendation) to total 180 Credits.

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

Module Code	Module Name	Credit	Information
PS902	Research Project in Psychology	90	Core (must be taken and passed for award of MSc)

Optional Core Psychology Module List (students **must do 1**)

Module Code	Module Name	Credit	Information
PS923	Methods and Analysis in Behavioural Science	15	Optional Core (students must take one of these modules)
PS907	Advanced Qualitative and Quantitative Analysis	15	Optional Core (students must take one of these modules)

Optional Core Psychology Placement Module List (students **must do 2).**

Module Code	Module Name	Credit	Information
PS924	Psychological Research Laboratory Placement 1	30	Optional Core (students must take two of these modules)
PS925	Psychological Research Laboratory Placement 2	30	Optional Core (students must take two of these modules)
PS926	Psychological Research Short Laboratory Placement	15	Optional Core (students must take two of these modules)

Optional module list

Students **must do at least 1.** Modules will depend on research theme and previous experience and **require supervisor approval.** Module convenors must also approve attendance at the module to ensure that the student has the appropriate background / meets any pre-requisite requirements.

Module Code	Module Name	Credit	Information
PS903	Communication, Dissemination and Professional Issues	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS904	Practical Research Skills for Psychology	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS922	Issues in psychological science	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS918	Psychological Models of Choice	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS919	Behavioural Change: Nudging and Persuasion	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS931	Bayesian Approaches to Behavioural Science	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS932	From Stress to Health	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS934	Health and Wellbeing Interventions in the Real-World: What Helps and What Harms	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS935	Interventions and Technologies for Behaviour Change	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS936	Advanced Issues in Mental Health Research	15	Optional

			(students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS937	Core Foundations of Mental Health and Wellbeing	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS941	Computational Behavioural & social science	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)

'Exit' Awards

Postgraduate students may be awarded a Postgraduate 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 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

Students must pass all core modules to be eligible for a Postgraduate Diploma.

Progression and Rules for Award requirements

The university Rules for Award stipulate the requirements for the award of an MSc.

Students must achieve a passing mark (final module score >= 50%) in ALL core modules in order to be eligible for the award of a degree.

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).

Modules

Registering on modules

For all non-core modules, you need to enrol for modules online via the online form which will be sent to you by your department. 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).

- Module registration opens until Week 3 of term 1
- Module convenors are here to help – do ask questions!

It is very important that you check that your modules 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 3 of Term 1. A second opportunity will be available in Term 2, week 1) but only if:

- the student will still achieve the necessary number of CATS for the year; and

- the module is examined in the May/June exam period and/or **10% or less of the assessed work has been submitted**.

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 outline. These can be found at https://courses.warwick.ac.uk/

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 at https://warwick.ac.uk/fac/sci/psych/students/attendance/ under 'Postgraduate Monitoring Points'.

However, it is important to realise that there is more to a university course than contact time. 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 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 this 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 you do not understand, or on which you want advice you should discuss them with your personal tutor.

10. Academic Calendar

Term dates

The term dates for the academic year can be found at https://warwick.ac.uk/study/termdates

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

Student Visa Holders: Postgraduate Taught students are considered to be in term-time for the entire duration of their course as defined by their CAS and are therefore limited to 20 hours' work per week until the course end date.

Assessment and Feedback deadlines

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

- There is a spreadsheet of the submission dates in the 'Assessment' section of the Psychological Research webpage - MSc in Psychological Research
- The submission date for each assignment is in the assignment information on Tabula
- Each module Moodle page

The submission time for ALL Psychology assignments is midday

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.

Timetables

An overall timetable for all potential postgraduate modules you might take is available as a PDF on the MSc Psychological Research web page.

Please use the timetable on the website in conjunction with your Personalised timetable on Tabula. This will be personalised for the modules you choose, 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).

11. Examinations and assessment

Assessment conventions / Degree classification rules

Assessment conventions describe the requirements for progression, award and classification. The set of assessment conventions that applies depends on the student's year of entry to their course.

The assessment conventions for students entering in 20/21 or earlier are described in progression requirements, degree classification rules and / or requirements for postgraduate taught awards.

The assessment conventions for students entering in 21/22 or later are described in the Rules for Award

All entry year versions of Rules for Award were reworded for the 25/26 academic year to make the requirements clearer and easier to find. The rewording does not change the principles and is intended to be non-detrimental. However, the original wording is available to view and any student who believes that they have been negatively impacted by the change should contact their home department.

The Course Specification details additional requirements with regard to required core modules and PSRB requirements that must be met in addition to this.

Submission of Assessed work

All submissions will go through The University's coursework management programme, Tabula. (https://tabula.warwick.ac.uk/). Here 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.

For more information, take a look at the Submitting work in Psychology web page.

Marking

Marking criteria for each assessment are provided on Moodle.

Provisional Marks are submitted to 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. Tutors may inform students of the agreed percentage mark given to each piece of assessed work and the overall percentage mark obtained in each examination after the relevant Examination Board has met. All Masters level work over a weighting of 3 CATS is sample moderated. 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.

Agreed marks for assessed work and exams are made available online after the relevant board of examiners.

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. (See table below.)

(Please note for Module PS907 only, the assessments adopt the 20-point marking scale introduced by the University of Warwick for Undergraduate Courses. The category scale uses identified grade points which map onto fixed percentages on the 0-100% scale, and is designed to encourage the use of the full range of marks, and to ensure equitable treatment of students of similar abilities and achievements across the University. The marking scale uses scale points as follows: 100, 94, 88, 82, 78, 74, 68, 65, 62, 58, 55, 52, 48, 45, 42, 38, 32, 25, 12, 0. These relate to the level criteria below.)

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 significant engagement with the content and concepts, but lacks breadth, depth, and fluency in parts.
50%-59%	(MSc Pass) The work reveals an underlying grasp of the subject matter, but with areas of confusion or some gaps in conceptual/mathematical understanding or methodology. Answers are fairly well structured but may tend towards the factual or derivative. In project or dissertation work, general conclusions or outcomes are reasonable, but there is room for substantial improvement in the individual's ability to apply theorems, analyse problems or execute technical skills.
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. There is some reflection on and analysis of the 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 analysis or conceptualisation. Important issues may have been ignored or seriously misconstrued. There is little evidence of an individual contribution to the material/work.
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 to the material/work.

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

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. The information provided here will support you to maintain your academic integrity and avoid academic misconduct.

"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." Regulation 11: Academic Integrity

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 plagiarism is 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 to 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

The use of Artificial Intelligence

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 found on the current student Academic Integrity and Academic Misconduct web-page.

Other forms of Academic Misconduct

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 (Academic Integrity Officer): g.gray@warwick.ac.uk .

You may also find these resources helpful:

- **Academic Integrity:** https://warwick.ac.uk/students/academic-essentials/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

Deadline dates can be found under the 'Coursework' section in Tabula and accessed via a spreadsheet on the course web pages at: MSc in Psychological Research

The department expects students to plan their workload and extensions will only be granted in cases of mitigating circumstances. Extension requests on the grounds of Mitigating Circumstances should be submitted on Tabula. Any requests for an extension should be submitted prior to the deadline. It will then be reviewed by the Extensions Manager and a response given to the student.

There is information on the student webpages at https://warwick.ac.uk/fac/sci/psych/students/extensions

There is information for students with flexible deadlines as part of their Reasonable Adjustments at https://warwick.ac.uk/fac/sci/psych/students/reasonableadjustments/.

Late submission policy and penalties

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).

For more information about this, please refer to the Submitting work in Psychology web page, under 'Late submissions and Word count penalties'.

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.

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 email PsychologyPG@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. (please see 'Mitigating Circumstances' section of this handbook for more information).

Departmental policies on word count

Students can expect to be penalised not only for exceeding the strict work 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**. For more information, please refer to the Submitting work in Psychology web page, under 'Late submissions and Word count penalties'.

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.

Other important information on examinations and exam timetables can be found on the Module Marks and Assessment webpages for students There is also information for those with alternative exam arrangements as part of their reasonable adjustments on this page.

Some important points to note:

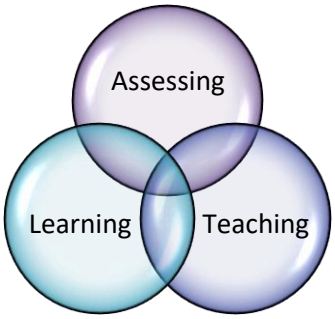
- Absence from exams is only acceptable where there are Mitigating Circumstances. Please see the appropriate section of this handbook, and the university guidance to students on Mitigating Circumstances.
- Degree classification is decided by the Examination Board. Classification is based primarily on 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 Disability team in Wellbeing. Students are encouraged to speak with this team so these can be put in place as soon as possible.
- Students must submit all assessments in English.
- 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 Programmes 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 the assessment patterns of these modules.
- 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.

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 Assessment spreadsheet on the Psychological Research web pages.

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.

- Marking criteria is available on your module Moodle webpage
- 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 skill your personal tutor support can help.

Reasonable adjustments

Reasonable adjustments are adjustments that the university can make to ensure that a student with a long-term chronic condition or disability is not at a disadvantage.

The Adjustments that can be made depend on the individual's condition and needs, and this will be assessed by the disability team with Wellbeing Support Services - https://warwick.ac.uk/services/wss/

You must have spoken to the Wellbeing team. If you have not done this, the department will not have details of what you need. (Ticking a box on Tabula submissions is not sufficient.)

For more information on reasonable adjustments, please see our Reasonable Adjustment web pages. 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: this can only be done in liaison with Disability Services **and** Wellbeing Support Services **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 the departmental course web pages at the start of each academic year (https://warwick.ac.uk/fac/sci/psych/students/psychres/)
- 20 University working days maximum turnaround is a universal requirement (more details here).
- 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 marks will be given on a 0-100 scale. The minimum pass mark for all postgraduate modules is 50.

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. This marking criteria is used by academics to help mark along side your learning outcomes. If there are teams of markers a pre-meeting ensures that marking criteria is applied consistently. Furthermore written guidance is also provided to the team of markers.

Guidance for student on understanding feedback can be found via Academic Essentials: Understanding Feedback

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, to 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 are 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 'Degree Classification' and 'Board of Examiners procedures' sections of this handbook. 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

Annually feedback that is provided to students and the quality of that feedback is monitored by course directors, there are also 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, 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

Course Level information

In line with university policy, students have the right to remedy failure in modules where the overall minimum pass mark has not been reached/achieved or where the module has been failed due to the minimum pass mark not being achieved in a required component.

Student must meet the requirements set out in the course specifications above and the university requirements for any award. https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/

Module Level information

The resit requirements for each module are detailed in the module information on the module catalogue. Resit decisions will be made by the relevant exam board, and the resits will be held in the summer period following the exam board (August – September). Information on resits can be found at https://warwick.ac.uk/fac/sci/psych/students/resits/

The format of the summer assessments may differ from those in the main exam period and students should check the format of the resit of the modules on the module catalogue and with the relevant department.

Further first sits

There may be cases where an assessment has been missed due to mitigating circumstances. In these cases, the Mitigating Circumstances Panel may award a Further First Sit (a further, uncapped opportunity). These assessments would also take place during the summer. **The format of the summer assessments may differ from those in the main exam period but will have the same weighting**.

Board of Examiners procedures, including procedures for recording mitigating circumstances

Exam board dates

Exam boards for 2026/27 are planned as detailed below. 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
Interim Exam Board	July 2027
Final Exam Board	October 2027

For details of Mitigating Circumstances Panels and the possible recommendations available to the Board of Examiners, please see the 'Mitigating Circumstances' section below.

Supporting Students to Succeed

The Supporting Students to Succeed webpage describes and signposts policies to help students, with further information on mitigating circumstances, reasonable adjustments, deferral of assessments, self-certification and extension requests as well as requesting temporary withdrawal.

Mitigating circumstances

During the course of your studies, you may experience exceptional unforeseen circumstances which are outside your control and might have a detrimental effect on your studies. Some students have a late identification of a specific learning need/disability and so reasonable adjustments to assessments may not be in place. These 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.

You should submit your mitigation to the 'Personal Circumstances' tab in Tabula, which you can access through your personal student Tabula page (or for WBS students in myWBS).

1. Definition

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over (for instance, serious illness, death of someone close, being the victim of a crime, family difficulties, unforeseen financial hardship, or problems with remote IT provision);
- Situations with a significant impact on your ability to undertake assessments/examinations which are normally independently evidenced in a timely fashion[1]; (e.g. doctor's note during illness showing duration and level of negative impact),

Situations that are acute and which have an impact over a short period relevant to your studies (normally within three weeks of the relevant assessment event or deadline). In general terms, mitigating circumstances must be:

- Significant (they have more than a minor impact on you),
- Unexpected (you must have had no prior knowledge of the event),
- Unpreventable (there were no reasonable steps you could have taken to prevent the event),
- Relevant (you must be able to link the event, and its impact, on the period for which your claim is being made) and
- Corroborated (it must be independently verifiable and the evidence must meet the University requirements - see evidence guidance). *NOTE: Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy which can be viewed at:* https://warwick.ac.uk/services/disability/howwecanhelp/

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 departments current student webpages will specify who in your department you should consult about your mitigating circumstances in the first instance. Additionally, you may wish to consult staff outside your department for extra support and guidance (e.g.

Wellbeing Support Services or the Students' Union Advice Centre). Your circumstance may not be eligible for consideration. Nevertheless you may still wish to 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 further opportunity to attempt a 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 the General Data Protection Regulation (GDPR). If you believe that the mitigating circumstances submission contains sensitive personal information and/or highly confidential evidence, you should submit your claim through the portal as normal but ensure that you tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person' box. This will enable you to make the claim without having to upload sensitive evidence.

You will need to make arrangements to show your sensitive evidence to a member of staff in person. Your department will publish a list of nominated contacts on your department's current student webpages. However, if you would you like to talk to an alternative person, the departmental student webpages should also provide information about how to request this.

The information will be relayed to the Mitigating Circumstances Panel (MCP) in each Department 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 Boards of Examiners 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.

4. Reporting Of Mitigating Circumstances

You may be reluctant or uncomfortable disclosing relevant information pertaining to private or sensitive issues or mental or physical health difficulties which are affecting your academic progression, but 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 retrospective applications. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted. 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 submitted after the relevant deadline are not required to be considered by the appropriate Board of Examiners. If your department is unable to consider your claim then your circumstances may only be considered by an Academic Appeals Committee as part of an academic appeal, please see Regulation 42 at:

https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals

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 was not presented before the deadline.** Academic Appeals Committees often take place after the start of the next academic year which

means that, 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 submit your mitigating circumstances via the Mitigating Circumstances Portal (the Personal Circumstances tab in Tabula or within myWBS), including uploading any independent supporting evidence.
- Joint Honours students MUST make their request to their home School/Department, unless it is an extension request for an individual piece of work which will have to be made to the School or department owning the module.

6. Guidance On Types Of Mitigating Circumstance

In principle, if your circumstance requires treatment or support by a professional2 or a University Support Service, it is likely to qualify as a mitigating circumstance. If an illness does not require medical treatment or is minor then it will not normally be eligible. Exceptions to this would be a suspected coronavirus illness where you may have been in self-isolation or a more serious illness where you have not been able to obtain medical support. 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 Wellbeing Support Services (https://warwick.ac.uk/services/disability/howwecanhelp/). **Students would normally 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 was identified. Disclosure weeks or months later would not normally be eligible or would carry very little weight. An exception to this could be a suspected coronavirus illness where you may have been in self-isolation and have no medical evidence.

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.
- Serious illness or accident of someone close to you at the time of the assessment
- Unforeseen significant caring responsibilities.
- Significant change in employment circumstances beyond your control (part-time students only).
- 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).
- Coronavirus related self-isolation or illness.
- Caring responsibility (e.g. caring for children due to a school closure, caring for a sick relative or housemate).
- Deterioration of a diagnosed condition due to coronavirus (e.g. increased anxiety or panic attacks).

NOTE: This list is not exhaustive. If you feel that you want to submit a claim for mitigating circumstances which is not listed above you should list the mitigating circumstances in your Personal Circumstances Portal submission and submit it for consideration as published on your department's current student webpages.

Claims based on the following would not normally be considered mitigating circumstances (this 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. An exception might be that a coronavirus related issue has not allowed you to study for a significant time.
- 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 this relates to 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. An exception may be if you are undertaking remote on-line examinations or other remote teaching or do not have available a working internet connection when it is necessary to participate in distance learning and assessment.
- Temporary self-induced conditions, e.g. hangover.
- Travel disruption (e.g. traffic jams, delayed trains) unless directly related to coronavirus travel restrictions
- Misreading or misinterpreting of an assessment title, assessment dates, time and deadlines.
- Claims submitted without independent supporting evidence unless related to coronavirus.
- 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 you 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 the failure of an assessment.)
- Ignorance of the regulations or examination or assessment arrangements.

7. Acceptable Evidence

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. Photocopy or scanned evidence is acceptable. Where evidence is provided it should normally be:

- Written by an independent qualified practitioner[1] (letters from relatives are not acceptable); dated and written on headed or official notepaper or via email 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.
- 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 should be obtained normally after an appropriate consultation with a qualified practitioner either in person or virtually (phone, internet).

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.

[1] Where Mitigating Claims 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, newspaper or website, 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 Wellbeing Support Services and the Students' Union Advice Centre.

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

For a guide on the types of evidence required see here.

8. Deadlines

Mitigating Circumstances must be submitted to your Home Department as soon as possible, using the Personal Circumstances tab in Tabula (or through myWBS for WBS students) as published in the departmental student webpages

- Specific Extension Requests must be submitted by the assessment or assignment deadline.
- Mitigating circumstances claims for coursework should be submitted within 20 working days of the coursework deadline.
- Your department will provide a deadline for you to submit mitigating circumstances to enable your claim to be considered and taken into account at the end of year exam board. If you have examinations in different exam periods, then your department may also specify additional deadlines for you to submit mitigation for these exams.

All information about mitigating circumstances claim deadlines is available on your department's current student webpages.

If you submit after the deadline it may not be possible to consider your claim and your claim will not be accepted unless you have good reason for the late submission. If you have missed the deadline please provide information in your claim about why you were unable to submit by the deadline.

Mitigating circumstances not submitted by the relevant deadline are not required to be considered by the School/Department and may have to be considered by an Academic Appeals Committee as part of an academic appeal, please see:

https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals

An Academic Appeals Committee will not normally 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. Any submission must be accompanied by independent supporting evidence highlighting why it could not' be presented before the deadline.

9. What Happens Next?

Requests for extensions: Requests for extensions are managed by the department that delivers the module. If you take modules delivered by different departments, you may need to submit your extension request in different locations. You should check the module information to find out where to submit an extension request. If you require an automatic extension of 5 university working days you can self-certify for eligible assignments. The module's delivering department will provide information to tell you if your assignment is eligible for self-certification. Exams, on-line exams and certain other types of assessments may not be eligible.

Other mitigating circumstances relevant for an exam board: Your evidence will be examined and the impact of the mitigating circumstances graded(A-C, where A is less serious and C is most serious).

You claim will be assessed in confidence by a Mitigating Circumstance Panel (MCP) in your Department. Claims will normally be assessed after the departmental deadline for submission and before the Board of Examiners' meeting. The panel will make recommendations based upon the type, timing and severity of circumstances and any evidence provided. The MCP may 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 will publish the membership of their MCPs on their current student webpages 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.

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 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, 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.

If the claim was supported, the Board of Examiners may reach on of the following outcomes:

- Waive or reduce penalties for late submission of assessed work.
- Accept submission of assessed work received by a method other than the delivery assessment system (with or without late submission penalty).If you have failed to submit a piece of work for assessment with a credit weighting of 3 credits or less, you may have that piece of assessment waived. In this circumstance, the Board might conclude 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.
- Allow you a further re-sit (examination)/re-submit (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.
- Allow you a further sit (examination)/submit (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.
- Allow you to proceed with low credit to the next year of study. This decision must be made within University and Programme Regulations. You must be notified of the implications this has on any future failure and for the achievement of your degree.
- Subject to any restrictions imposed by accreditation or professional certification, recommend to award a Degree (or other qualification), or award of a higher class of degree than would be merited by the marks returned.
- Recommend 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.
- Recommend 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 progression 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.

Decisions on cases concerning joint honours students will be made by the department or school in which you are registered and will be communicated immediately to the other department(s).

11. Why Might My Claim Be Rejected?

- Your submission was incomplete or incorrectly submitted.
- Your claim was submitted after the relevant event and deadline for MC submission without prior indication that it might be submitted late.
- The nature of the circumstances was not over and above the normal difficulties that would be experienced by an average person with average resilience.
- 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.

Submission Deadlines

Mitigating circumstances panels are usually held immediately prior to the relevant exam boards. Panel dates and submission deadlines can be found at: https://warwick.ac.uk/fac/sci/psych/students/mitcircs

NOTE: Submissions relating to issues within a specific exam should usually be received within 24 hours of the exam.

Maximum periods of Study

The University's Maximum Periods of Study Policy sets out the minimum and timeframes within which students must complete their degree. The policy and the registration periods set out within it, applies to all students registered in Psychology who began their studies in or after the 2022/23 academic year.

12. Pastoral Care and Support

Personal tutors and Dean of Students Office

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 other 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.

Information on personal tutoring cand also be found on the Dean of Students Office web-pages (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/).

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.

Module convenors can arrange an 'optional feedback session' after each major assignment to allow students the opportunity for face-to face feedback. Course directors may also hold group sessions for all students on a particular course.

Individual Tutorials

All students will have individual tutorials. These are arranged between the student and tutor at a time to suit both parties. Students should email their relevant tutor to arrange this.

The Tabula facility for notes from the tutorial should be used. Either the tutor or the student can add the notes from the meeting. 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.

Changes to tutorial sessions

Arranged tutorial sessions will only be changed or cancelled in exceptional circumstances. Any changes would be conveyed via email and it is important to check your Warwick email account regularly.

Additional academic support

As well as support from personal tutors and module tutors, additional support is available from course directors.

Seminars

The Department runs two series of research seminars. The external seminars typically consist of presentations given by active researchers from other Universities in the UK and elsewhere. The internal seminars provide an opportunity to hear about the latest research being conducted within the department. Note that attendance at these seminars is strongly encouraged. The aim is to broaden students' awareness of the application of a range of methodologies to a spectrum of substantive issues in contemporary psychology. For the latest information and programmes see: http://warwick.ac.uk/fac/sci/psych/events

Student Information Centre

The Student Information Centre (https://warwick.ac.uk/services/reception/) 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.

Support and development

Student wellbeing is very important to the department. We know that people can face challenges during their time with us and we want to support you. We encourage all students to talk to us if they are facing difficulties so that we can work with you.

In the department, you can speak to a number of people, and it is always up to you who you are most comfortable to approach. You can speak to:

- your personal tutor;
- course director;
- supervisor or mentor;
- Senior Tutor, Dr Alex Clarke, Psychology Building, Room:1.14 (alex.clarke.3@warwick.ac.uk).

- Disabled Student Champion, Dr Gemma Gray (g.gray@warwick.ac.uk)

Remember, although tutors are a first point of contact for wellbeing queries, as they are not trained, they will refer issues to targeted services.

Wellbeing and Student Support

Wellbeing Support Services offer a wide range of services to support students. These include self-help resources, workshops counselling and disability support. They can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Reasonable Adjustment and specialist disability support

The University of Warwick's Disability Service provides advice, information and support to disabled students, including those with a specific learning difficulty or a long-term health condition (including mental health conditions).

Reasonable Adjustments are adjustments that the university can make to ensure that a student with a long-term chronic condition or disability are not at a disadvantage.

The Adjustments that can be made depend on the individual's condition and needs, and this will be assessed by the disability team within Wellbeing. Information can be found on the University's Disability Service webpages.

You must have spoken to the Wellbeing team. If you have not done this, the department will not have details of what you need (Ticking a box on Tabula submissions is not sufficient, markers will look explicitly for SpLD labels).

Disabled Student Champion

If you want to chat with us in department about reasonable adjustments, you can talk to the department's Disabled Student Champion, Dr Gemma Gray (g.gray@warwick.ac.uk).

Students who are yet to have Reasonable Adjustments agreed with Disability Services but who may need support because of potential disability-related issues should also contact the Disabled Student Champion.

Warwick Students' Union

Warwick Students' Union (SU) is a democratically run, student-led charity and a separate organisation from the University of Warwick. Every student automatically becomes a member of the SU upon enrolment and has access to the range of services they provide, including democracy, academic representation, student activities, welfare and entertainment.

The Chaplaincy

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 for anyone who would appreciate a quieter space and the support of the Chaplains. Student of all faiths and none are welcome.

Report + Support

Report + Support online portal 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. This support includes emotional support, academic support, financial support, and support accessing emergency or alternative accommodation.

International Student Support

For the international students joining us we know you may have some additional questions about locating to the UK for your studies and settling in here at the University. You can access a whole range of information, advice and useful links on travel, immigration and living in the UK on the University's International Student Support.

13. Student voice

The Postgraduate Staff Student Liaison Committee and how to get involved

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 their website gives details for the representatives for the academic year: https://www.warwicksu.com/student-voice/academic-representation/

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. As appropriate, any issues raised through the SSLC are escalated to the appropriate departmental committees.

If you are interested in being involved with the SSLC, please contact the current representatives or PsychologyPG@warwick.ac.uk and the Departmental Academic Liaison: Dr Emmanouil Konstantinidis (E.Konstantinidis@warwick.ac.uk)

Student Feedback and the Student Feedback Survey

The Student Feedback Survey is intended to provide insight into the overall student experience. It includes questions about connection, support, belonging and key SU services. All undergraduate, postgraduate taught and postgraduate research students are eligible to complete the survey. It is a joint University and Students' Union (SU) Survey that takes place in Term 1 and Term 3.

Further information on the Student Feedback Survey can be found at:
https://warwick.ac.uk/students/dialogue/student-feedback-survey

Departmental complaints procedure and who to contact

We aim to provide all users of the University with high quality and efficient services. We recognise though that there may be occasions where expectations are not met and on these occasions we encourage you to provide feedback. You may also submit a complaint about a service if the level of service falls significantly short of what you might reasonably expect.

Complaints are dealt with through the University complaints procedure, which you can find information on here: https://warwick.ac.uk/services/feedbackcomplaints/

In the first instance please speak to us in department about any issues. For details on who to contact, please refer to the *Who to talk to* section of this handbook.

Student Feedback

The department values the feedback provided by our students and this helps to inform our teaching and wider provision. Feedback is collected in all sorts of ways;

- via SSLC,
- through module feedback,
- through the Student surveys, both institutional and nationwide in the NSS,
- through informal conversations with students.

Module feedback opportunities are provided for all modules. This feedback helps both module leaders, lecturers and the department understand what is working well, and what changes may be wanted or needed in future. You will be asked to complete a short, anonymous feedback form for each module via Moodle.

Resolving problems

Most issues arising during the course of a student's work should be raised initially with the lecturer, module convenor, project supervisor or personal tutor as appropriate. Issues which are of common interest for several students (for example issues concerned with resources), or which relate to Departmental procedures can usefully be raised by the course representative in the Postgraduate Staff-student Liaison Committee (PGSSLC). In the case of further difficulties, students should approach the Programme Director, Director of Postgraduate Studies, or the Chair of the Department, or any other member of the Postgraduate Taught Committee for advice and assistance. In particular, please note that any issues can be discussed in confidence with your Personal Tutor, the Programme Director, Director of Postgraduate Studies, or the Chair of the Department.

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.

University information

14. 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 free speech, but also in promoting free speech. We also support academic freedom, a component of free speech.

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.

Warwick Values shaped by Warwick's community, our values represent the way we work together to deliver our strategy and ambitions.

Our Dignity Principles set out our expectations of how we behave as a community, both as individuals and as an institution, and inform our approach to taking appropriate action when these expectations are not met.

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

University Strategy sets our goals and vision as a world-class university committed to making a positive impact.

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

University Calendar includes the University's Charter, Statutes, Ordinances and Regulations for staff and students.

Student Life provides information and links to university regulations, policies and guidelines that govern what students can expect from the University, and what they would need to be aware of and adhere to as a registered student.

15. All students:

a. Feedback and Complaints
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 procedure which you can use to make a complaint.

b. Smoking Policy

c. Data Protection

d. Student Finance

e. Student IT Induction

f. Warwick Award
The Warwick Award is open to all undergraduate and postgraduate students, as well as exchange and degree apprenticeships students.

g. The Academic Manual is a full directory of all academic regulations and policies in a single location. It is set out in chapters with guidance on the content of the manual and a search function for ease of use. Academic Manual is a full directory of all academic regulations and policies in a single location. It is set out in chapters with guidance on the content of the manual and a search function for ease of use.

h. Attendance and Study

i. Reg. 36 Student Registration, Attendance and Progress

ii. Local policy on how students should report absences and ask for leave

iii. Policy on Recording of Lectures by Students

iv. Reg. 31 Information Management, Security and Records Management

v. Reg. 23 Student Disciplinary Offences

vi. Max Periods of Study

vii. Rules for Award

viii. Reg. 42 Governing Academic Appeals

i. Assessment
The University publishes a number of regulations and policies about assessment which are designed to uphold the academic standards and the integrity of the courses studied at Warwick for all students.

i. Examination and Assessment Policies

ii. Providing feedback to students on assessment

iii. Reg. 10 Examination Regulations. For more information about examination rules and queries, please visit: Information for Students.

iv. Reg. 11 Academic Integrity. Additional support on good academic conduct for students is available here: Academic Integrity Framework

v. Reg. 12 Absence for Medical Reasons from a University Examination

vi. Mitigating Circumstances

vii. Right to Remedy Failure

j. HEAR and Transcripts

16. Undergraduate students

a. Reg. 8 Regulations for First Degrees and Reg. 8 contd. Regulations for First Degrees. This regulation sets out at the highest level, requirements for progression and award for undergraduate degrees.

17. Postgraduate students

a. Reg. 37 Taught Postgraduate Courses. This regulation sets out at the highest level, requirements for progression and award for postgraduate taught degrees.

b. Warwick Postgraduate Spaces - Postgrad Hub
The PG Hub is the heart of the Library postgraduate community. It is open to all postgraduate students at Warwick, and has facilities for independent and group study, presentations, meetings and workshops.

c. Postgraduate Research

i. Reg. 38 Research Degrees
This regulation sets out at the highest level, requirements for progression and award for postgraduate research degrees.

ii. Warwick Doctoral College
Find out about how the Doctoral College can help you during your PhD journey. From scholarships and researcher development to networking events and guidance on supervision and thesis submission.

iii. Research & Impact Services

iv. Warwick Postgraduate Spaces - Wolfson Research Exchange
The Wolfson Research Exchange is a space for all Warwick researchers. It is accessible 24/7 for study and group work, and provides a forum for interdisciplinary collaboration.

v. APP PGR
The Academic and Professional Pathway for Postgraduate Researchers supports PGR teachers with a programme that helps develop and build confidence in those who have teaching roles alongside PhD/postdoctoral/early careers research commitments.

Learning Resources and Support

a. The Library
Whether you are an undergraduate or postgraduate student, you will find resources such as online journal articles and ebooks available wherever you are and services to help you develop your information skills or your use of multimedia. The Library also has a variety of study environments to suit your study needs.

b. Academic Essentials
Whether you're just starting your university journey or looking to refresh your academic skills, this resource is here to support you throughout your time at Warwick.
On these pages, you'll find essential information and practical advice from current students to help you navigate your academic experience with clarity and confidence.

c. Student Opportunity
Student Opportunity offers a wide range of face-to-face and online resources covering:

- Careers support
- Employability skills and personal development opportunities
- Intercultural training
- Student mobility opportunities

- Internships, placements and work experience
- Volunteering opportunities

d. Together at Warwick
Together at Warwick is about creating spaces where students can connect, celebrate, and make the most of their time at Warwick. Whether looking for something regular to be part of, big moments to celebrate, or surprise pop-ups, there's something for everyone.

e. Student Visa Advice Service
The Student Visa Advice Service 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 and practical support.

f. Institute for Advanced Teaching and Learning (IATL)
IATL offers optional interdisciplinary modules to all students with home department approval. The modules offer students the opportunity to put creativity, critical thinking, innovation and wellbeing at the centre of their learning experience.
IATL offers skills sessions to all students registered on an IATL module and undergraduate research opportunities and project funding for undergraduate students wishing to undertake research within or outside their own discipline or who wish to communicate and connect with students and staff through performance.

g. The Language Centre
The Language Centre is a dynamic and forward-thinking hub that offers comprehensive language learning opportunities to students across all departments providing a rich and inclusive environment for language acquisition.

h. Wellbeing and Student Support
The Wellbeing Support Team offer advice and support on a wide range of issues and work with students to develop the personal resources and skills needed to navigate the challenges and opportunities of student life.

i. Dean of Students Office
The Dean of Students Office plays an important role in the student learning experience at Warwick comprising of academic and professional services staff and students working in close partnership, with strategic leadership of academic support, through the personal tutoring system and the University's Inclusive Education approach.

j. Personal Tutors
Personal Tutors offer academic support during your studies and signpost to university support services and opportunities. Personal tutoring is a two-way conversation focused on your academic experience and development.

k. Residential Community
All students who have accommodation on campus have access to the Residential Community Team (RCT), a peer support service, consisting of current Warwick students.

l. Living off-campus
Advice and guidance to living off-campus co-created with Warwick students.

m. The University of Warwick Health Centre
The University Health Centre is situated in the heart of the campus serving students who live on campus or within the catchment area. Students must be registered in order to use the Health Centre services.

n. The Chaplaincy
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 for anyone who would appreciate a quieter space and the support of the Chaplains.

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

p. 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 a number of the University's hardship funds to students and can provide budgeting advice.

q. Community Safety
The Community Safety team works 24 hours a day, 365 days a year to support the University community by ensuring there is a safe, secure and friendly environment for students, staff and visitors.
Students should always call Community Safety for emergency response requirements. You can phone the Community Safety team on 024 7652 2083. In an emergency on campus, phone 024 7652 2222.

r. The University Nursery
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 as early as possible.

Further Opportunities

- Warwick Arts Centre;
- Seminars/conferences/special lectures hosted or given by the department;
- Societies which may be of interest to students in the department;
- Gym, fitness, swim & more | Sports and Wellness Hub;
- Centre for Lifelong Learning;
- Warwick Volunteers;
- Lord Rootes Fund;
- URSS : Undergraduate Research Support Scheme;
- University of Warwick | Music Centre;
- WIHEA (Warwick International Higher Education Academy).

Appendices: Full course specifications

MSc Psychological Research 2026/27

TPSS-C8P9

Course and qualification aim

Master of Science (MSc) Psychological Research (TPSS-C8P9)

UCAS course code

n/a

Entry Requirements

Degree requirements:

A degree in Psychology with a good Second Class Upper Division Honours (2.1) or equivalent will normally be required. If a joint degree is offered, 2.1 level performance will be required on the Psychology component. Other subjects will be considered if directly relevant to the proposed research plan. For students with undergraduate qualifications from a country other than the UK, our International Office's equivalency guidance for other qualifications will normally be used; for US degrees, this is 3.3 overall cumulative GPA and 3.5 subject-specific GPA (for Psychology).

Applicants must detail their **placement and project interests** in their personal statement. The department must be able to provide appropriate academic supervision for these interests to ensure appropriate support can be offered.

English Language Requirement: Band B

Department

Psychology

Course Leader

Dr Friedericke Schlaghecken

Contact

psychologyPG@warwick.ac.uk

Duration

1 year full-time

Mode of Attendance

In person, Full time

Award level

FHEQ level 7

Credit Load

A total of 180 credits (CATS) must be taken

Details of the Course (overview)

The MSc in Psychological Research is specifically designed for students who wish to pursue a career as researchers. It offers the opportunity to gain practical research experience through placements across different laboratories (in terms 1 and 2), followed by an independently conducted project in term 3. This lab rotation provides an opportunity to gain first-hand experience with current approaches and methods, and offers strong

candidates for doctoral research more scope to explore different topics within their interests than traditional Master's level options.

Reference points that inform course design

The course design offers students placements within labs in the department. This offers students the opportunity to work with academics. This supports both the student's development as a researcher and the departmental labs.

Award level Learning Outcomes

On completion of the year/programme students should have provided evidence of being able:

- to demonstrate in-depth, specialist knowledge and mastery of techniques relevant to the discipline and/or to demonstrate a sophisticated understanding of concepts, information and techniques at the forefront of the discipline;
- to demonstrate understanding and use of key data analysis methods for psychological research.
- The ability to design and run psychological research.
- to demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- Ability to report psychological research in conventional manner.
- to take a proactive and self-reflective role in working and to develop professional relationships with others;
- proactively to formulate ideas and hypotheses and to develop, implement and execute plans by which to evaluate these;
- Critically discuss past research and research methods in a (named) sub-discipline of psychological research.
- Prepare and plan data collection in a (named) sub-discipline of psychological research.

Transferable Skills

Master's, Postgraduate Diploma & Postgraduate Certificate students will have had the opportunity to acquire the following abilities:

- the skills necessary to undertake a higher research degree and/or for employment in a higher capacity in psychological research;
- evaluating their own achievement and that of others;
- self direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing professional development;
- Written and oral communication skills
- critically to engage in the development of disciplinary boundaries and norms.

Assessment on the course

Achievement for the degree of Master will be assessed by a variety of methods in accordance with the learning outcomes for the programme and will involve the achievement of the students in:

- evidencing an ability to conduct independent in-depth enquiry within the discipline;

- demonstrating the ability to apply depth of knowledge to a complex specialist area and report research to the standards of a (named) sub-discipline of psychological research.
- drawing on a range of perspectives on an area of study;
- evaluating and criticising received opinion;
- make reasoned judgements whilst understanding the limitations on judgements made in the absence of complete data.

'Exit' Awards

Postgraduate students may be awarded a Postgraduate 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 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

Students must pass all core modules to be eligible for a Postgraduate Diploma

Accreditation:

n/a

Module requirements

C8P9 Psychological Research (26/27 entry)

The normal load is 180 CATS. Two placements taken during the course allow students to contribute directly to the research area of their chosen supervisors. The research project element gives students the chance to develop their own area of study, supported through the advice of relevant academics.

Students must take the project module (PS902) and will take 2 placement modules in terms 1 and 2 (PS924, PS925, PS926)

Students will take either PS907 Advanced Qualitative and Quantitative Methods OR PS923 Methods and Analysis in Behavioural Science and optional modules from the postgraduate modules within the department (subject to supervisor recommendation) to total 180 Credits

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

Module Code	Module Name	Credit	Information
PS902	Research Project in Psychology	90	Core (must be taken and passed for award of MSc)

Optional Core Psychology Module List (students **must do 1**)

Module Code	Module Name	Credit	Information
PS923	Methods and Analysis in Behavioural Science	15	Optional Core (students must take one of these modules)
PS907	Advanced Qualitative and Quantitative Analysis	15	Optional Core (students must take one of these modules)

Optional Core Psychology Placement Module List (students **must do 2).**

Module Code	Module Name	Credit	Information
PS924	Psychological Research Laboratory Placement 1	30	Optional Core (students must take two of these modules)
PS925	Psychological Research Laboratory Placement 2	30	Optional Core (students must take two of these modules)
PS926	Psychological Research Short Laboratory Placement	15	Optional Core (students must take two of these modules)

Optional module list

Students **must do at least 1.** Modules will depend on research theme and previous experience and **require supervisor approval.** Module convenors must also approve attendance at the module to ensure that the student has the appropriate background / meets any pre-requisite requirements.

Module Code	Module Name	Credit	Information
PS903	Communication, Dissemination and Professional Issues	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS904	Practical Research Skills for Psychology	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS922	Issues in psychological science	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)

PS918	Psychological Models of Choice	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS919	Behavioural Change: Nudging and Persuasion	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS931	Bayesian Approaches to Behavioural Science	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS932	From Stress to Health	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS934	Health and Wellbeing Interventions in the Real-World: What Helps and What Harms	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS935	Interventions and Technologies for Behaviour Change	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS936	Advanced Issues in Mental Health Research	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS937	Core Foundations of Mental Health and Wellbeing	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)
PS941	Computational Behavioural & social science	15	Optional (students must take 1 of these modules, or 2 if PS926 placement module is chosen)

Location

All our courses are based on the main University of Warwick campus in Coventry.

Additional Course Costs

There are no mandatory course costs; all resources are available through the library, and we offer an option for students to have printer credits if they request these. There are no equipment costs, however, many students find it helpful to have a laptop and we provide a devise specification to ensure that if they chose to purchase one that it will run as they require. To meet this spec a machine would be around £500.

Progression and Rules for Award requirements

The university Rules for Award stipulate the requirements for the award of an MSc.

Students must achieve a passing mark (final module score >= 50%) in ALL core modules in order to be eligible for the award of a degree,

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).

Date of course review:

2016