BA Liberal Arts Student Handbook

2026-2027

*Disclaimer: Every effort has been made to ensure the accuracy of this handbook. However, it is intended as a general guide and does not override official University policies. For definitive information, students should refer to the University Calendar**,** course regulations, and examination conventions, which take precedence. Always consult official University platforms or departmental staff for the most up-to-date guidance.* ***Last updated: 27/10/2026***

Table of Contents

Introduction to the Student Handbook *7*

Welcome to Liberal Arts 7

Departmental Information, Term dates *9*

Departmental Contacts 9

Social Media 10

Use of Mobile Phones, Laptops, etc. 11

Recording Lectures 11

Cancellations/Postponement of Classes and Lectures 12

Health and Safety 13

Communications 13

Space 14

Advice and Feedback Hours 14

Term Dates 15

Attendance, requirements and monitoring *16*

What You Can Expect from Us 16

Warwick Community 17

What We Expect From You 18

Attendance 18

Absence from classes 19

Non-Submission of Work for Assessment and Absence from Exams 19

Mitigating Circumstances 19

Monitoring Your Attendance and Progression 20

Compliance with University Regulations 24

Advice and Feedback Hours 25

Course specification *26*

Route Options 26

Pathway title examples 27

Assessment Conventions 27

Teaching and Learning 28

Seminars and Workshops 28

Lectures 28

Problem-Based Learning 29

Rules For Award 29

Right to Remedy Failure 32

Undergraduate Degree Classification Conventions and Consideration of Borderline Cases **33**

Modules ***34***

Scheme of Study **34**

First Year **34**

Second and Final Year **39**

Intercalated Year Out **44**

Transfer to a 4-year degree course 44
Key Departmental contacts 44
Course transfer to the 4-year variant of the degree course 44
Process 45
Expectations 45
Benefits 46
During the intercalated year 47
In preparation for the fourth year 47
Part-year Study Abroad/Work Placement 47
Study Abroad 48
Work Placement 48
Finances 49
Certificates 49
Printing 50
Required Textbooks 51
Studying Abroad 51
Other Costs 51

Modules and CATS **52**

Module Registration 52
Timetables 53

Examinations and Assessment ***54***

The Assessment System **54**

Exams **55**

Alternative Exam Arrangements 56
Absence from Exams 56

Feedback/Feed Forward **56**

Assessment Deadlines **57**

Submission Cut Off **58**

Wrong File Submission **58**

Submitting the correct file 58
If you submit the wrong file 59

Extensions to Deadlines **59**

Self-certifications **59**

Extensions with evidence **60**

Style and Presentation Guidelines **62**

Word Count **63**

Assessment Strategy **63**

Why Assess? 63

Guiding Principles 64
Commitments 64
Marking Criteria 64
Marking 64
Marking ranges and classes: 65
Late penalties 70
Standard Late Penalty 71
Mitigating Circumstances 71
Other considerations 71
Academic Integrity Policy 72
Why is Academic Integrity important? 72
Policy Summary 73
Rough Drafts 74
Self-plagiarism 74
Ethical Approval for Research 74
Training 75
Approval 75
Why do I need to get ethics approval before I begin my research? 76
How long does it take to get ethics approval? 76
Are there any deadlines for submitting? 76
Generative Artificial Intelligence and Academic Misconduct 76
What is AI? 77
Can I use spellcheck or referencing software? 77
Can I use translation software? 78
What are the consequences of misusing generative AI? 78
Mitigating Circumstances Overview 79
Mitigating Circumstances Panel 80
Guidelines for Mitigating Circumstances 80
Mitigating Circumstances: Advice for Students 80
Definition 80
University Support for your Mitigating Circumstances 82
Confidentiality 83
Reporting of Mitigating Circumstances 83
Deadlines 83
What if I miss the deadline? 83
Submission of Information 84
What Happens After Submission of a Claim on Tabula? 84
Possible Outcomes at an Exam Board 85
The claim was rejected 85
The claim was accepted 85
Why Might My Claim Be Rejected 86
Evidence for Mitigating Circumstances 86
Acceptable Evidence 87
Who can provide independent evidence for your mitigating circumstances? 87
Guidance on Types of Mitigating Circumstances 88

Examples of Evidence Required **90**

Examination board and results ***94***

Outcomes of exam board **94**

Proceed 94

Optional resits 94

Required resits 95

Required to withdraw: 95

Resits **95**

Resits without residence **96**

Only for first year students **97**

Appeals **97**

Exit Awards and Pass Degrees **98**

HEAR **98**

Weightings **99**

University regulations **99**

Pastoral Care and Welfare ***101***

Personal Tutoring and Dean of Students Office **101**

Personal tutor **101**

Wellbeing Support Services **102**

Community Safety **102**

Chaplaincy **102**

Additional Support **103**

Student Voice ***105***

Student Staff Liaison Committees **105**

The Students' Union **105**

The National Student Survey **106**

Student Feedback and Complaints **106**

Student Complaints Resolution Pathway **107**

Course and Module Feedback **107**

Appeals **107**

Academic Support and Personal Development ***109***

Personal Tutor/Senior Tutor **109**

Special Exam Arrangements **110**

IT Services **110**

Computer Security **110**

Language Centre **110**

Library **111**

Students' Union Advice Centre **112**
Student Opportunity **112**
The Undergraduate Research Scholarship Scheme (URSS) **113**
Reinvention: A Journal of Undergraduate Research **113**
University Information ***114***
The University Nursery **114**
Community **114**
Warwick Values **114**
Our Dignity Principles **114**
Social Inclusion **115**
University Strategy **115**
Warwick Student Community Statement **115**
University Calendar **115**
Student Life **115**
Smoking Policy **115**
Data protection **115**
Important University links – Academic ***116***
Attendance and Study **116**
Assessment – University-wide **116**
Assessment Conventions/Degree Classification Rules **116**
Regulations for First Degree - Regulation 8 ..... **117**
Partner Departments ***118***

Introduction to the Student Handbook

Welcome to the Undergraduate Handbook for students in Liberal Arts at Warwick. Please note, this Handbook is designed to be a reference document that provides information on your course and on the University. Content in the handbook is determined by university policies and devolved departmental policies.

The handbook is very detailed and contains many links to important information maintained elsewhere in the University. We would strongly advise that you bookmark the handbook and refer to it frequently. You may find it most useful when you have a specific question, but we advise that you consult it at the beginning of the year to ensure that you are clear about what will be expected of you, and what you can expect from Liberal Arts.

Welcome to Liberal Arts

Liberal Arts at Warwick is...

...at heart, about fostering an intellectual community devoted to problem-solving. We couldn't be more excited to work together with you to discover new ways of thinking, to redefine what an undergraduate degree is for, and to address a wide range of problems - both those facing global contemporary society, and the historic, artistic and philosophical. This is a really special opportunity for you to bring your interests and passions together within one of the UK's top research universities, supported by dedicated staff who, as experienced transdisciplinary learners and researchers, will help you to see how to craft unique interventions in the world and in the "academic conversations" you join.

In undertaking upon a Liberal Arts degree, you are entering a tradition of learning that is over 2,000 years old. Liberal Arts education is about empowering you as independent critical thinkers and future global leaders. This course will enable you to conduct ground-breaking transdisciplinary research on topics that truly matter to you in order to solve the wicked global problems that we face today and those that we will be forced to confront in the future. Some of you might not yet know what you're passionate about or might feel overwhelmed by the many intersecting crises our world faces or by the Big Questions that humanity has contemplated and debated since Antiquity. That's perfectly fine. Our course is designed to help you break down complex problems, while giving you room to grow intellectually and to refine and reshape your interests as you go.

Rather than seeking to "mould" or "shape" you within a particular way of thinking, Liberal Arts encourages you to bring all of these aspects of yourself to your studies. In fact, the rich diversity of thought, culture, and perspective among our students is the very thing that makes our in-class sessions so engaging and dynamic! Though Liberal Education may be a tradition with very ancient rootsLink opens in a new window, each

new branch, leaf, and flower draws upon it in different ways to produce innovative, unique, one-of-a-kind fruits.

This is your degree and we hope that you will commit to living the Liberal Arts at Warwick philosophy; to think widely, critically, and creatively; to grow through challenge and debate; to lead and build unique solutions to key problems within our close-knit community; and to take action—whether that's by joining the Student-Staff Liaison Committee and working with the Students' Union or contributing your interests in class discussions, your experience of Liberal Arts at Warwick will be what you make of it. We couldn't be more thrilled to see what that will be.

We can't wait to see what you will achieve during your time with us, and look forward to learning from each other!

Dr William Rupp
Head of Liberal Arts

Dr Lauren Bird
Director of Undergraduate Studies

Departmental Information, Term dates

Departmental Contacts

The Departmental Office is located in R3.38 on the third floor of the Ramphal Building on the main University campus.

Ramphal is building number 53 on the standard campus map.

The Department and its staff occupy rooms as follows:

Room	Staff Member	Role	Email	Tel No
R3.10	Bodrun Nahar	Employability and Placements Manager	Bodrun.Nahar@warwick.ac.uk	23492
R3.17	Dr William Rupp	Head of Liberal Arts, Associate Professor	W.H.Rupp@warwick.ac.uk	50413
R3.19	Dr Rahma Jawad	Assistant Professor	Rahma.Jawad@warwick.ac.uk	
R3.29	Dr Kim Lockwood Clough	Senior Tutor and Disabled Student Champion, Assistant Professor	Kim.Lockwood-Clough@warwick.ac.uk	
R3.29	Dr Lauren Bird	Director of Undergraduate Studies, Director of Admissions, Associate Professor	Lauren.Bird@warwick.ac.uk	
R3.29A	Mrs Julia Gretton	Senior Departmental Administrator	J.Gretton@warwick.ac.uk	24944
R3.31	Dr Bryan Brazeau	Study Abroad Advisor, Venice Lead, Professor	B.Brazeau@warwick.ac.uk	22764
R3.32	Dr. Jane Webb	Head of School	Jane.A.Webb@warwick.ac.uk	2175887

R3.34	Camilo Uribe Botta	Teaching Fellow and Director of Sutdent Experience	C.Uribe-Botta@wawrwick.ac.uk	
R3.34	Dr Gavin Schwartz-Leeper	Professor	G.E.Schwartz-Leeper@warwick.ac.uk	74228
R3.35	Common Room for Liberal Arts, Global Sustainable Development, and Design Studies Students			
R3.38	Mrs. Kelsey Thomas	Interdisciplinary Programmes Officer (Liberal Arts)	Kelsey.Tod@warwick.ac.uk	50448
	Dr Michael Richard Hart	Academic Administrator (School for Cross-faculty Studies	M.R.Hart@warwick.ac.uk	

*When calling a number from outside the University, all extensions starting with 2 or 7 have 024 76 5 in front of them and all extensions starting with 5 have 024 76 1 in front of them.

Social Media

The department recognises the potential value of social media for making and keeping contacts with others, building relationships and networking, communicating ideas, opinions, thoughts and information about yourself, your life and your experiences at Warwick. The department has both Facebook and Twitter accounts and uses these to spread the word about the opportunities which our department offers. We invite you to support us in this by following us:

Twitter - @WarwickLibArts

Facebook – Warwick Liberal Arts

However, please be aware that the use of social media and email in the University of Warwick for means to discriminate, abuse or bully others is in contravention of the University's Dignity at Warwick Policy. The following is an extract from the policy which can be viewed in full online.

"Cyber bullying is a term used to refer to bullying through electronic media, usually via social networking sites, personal web pages, emails, twitter, text messages, personal space provided by internet providers, and internet presence including blogs whether private, personal or public.

In using all social media or posting online staff and students should consider the content, language and appropriateness of such communications.

§5.2 The following guidance is relevant for both students and staff in relation to online behaviour:

- avoid using language which would be deemed to be offensive, threatening or humiliating to others in a face-to-face setting as the impact on an individual may be much the same or worse as it may not be possible to delete online information
- avoid forming or joining an online group that isolates or victimises fellow students or colleagues
- ensure that social networking sites are not used to access or share illegal content
- avoid defamatory comments in relation to employees, students, customers or suppliers of the University
- do not share confidential information regarding a University employee, student, customer or supplier.

Staff and students are encouraged to report incidences of inappropriate on-line behaviour.

Use of Mobile Phones, Laptops, etc.

You are requested to either turn off your mobile phone or switch it to silent mode when attending lectures and classes. This is to support the smooth and effective running of classes and to avoid the disturbance of phones ringing or emitting message alerts during formal teaching sessions and distracting you and others from the session.

You are permitted to use a laptop or other electronic device for accessing and viewing material, making presentations and for note taking however, again, these devices should be in silent mode during scheduled teaching sessions. You are expected to bring your laptop to all of your Liberal Arts classes or another device that will enable you to participate in problem-based learning activities and to conduct independent research.

Please note that the University Senate has resolved that students shall not be permitted to take mobile phones into examinations. Any candidate attempting to take a mobile phone into an exam room will not be admitted to the examination with the phone.

Recording Lectures

The University's policy on the recording of lectures by students is as follows:

"The University expects all students to participate fully in the learning opportunities offered by their course of study and encourages all students to take advantage of

additional opportunities for development, both personally and academically. As part of this, attendance at lectures is an expectation. (We also believe that note-taking (as in lectures) is itself a valuable skill.)

Should you wish to record a lecture (in any format, whether audio or audio-visual) you must seek the permission of the lecturer before the lecture begins and you will need to explain the reason for wishing to record the lecture.

It is important that you respect your lecturer's work and their right to manage the manner in which it is distributed. Lectures and learning materials are the intellectual property of the University and the staff who develop them and who deliver teaching through a variety of methods. Any recording that is made with the lecturer's permission must not be distributed in any format (including through posting the recording or a transcription on the internet or any other forum). The information may only be used in support of your own learning or others' registered on the course (with the express permission of the lecturer). Any offences under the Policy may be dealt with under the University's Disciplinary Regulations.

The University recognises that recording can form a reasonable adjustment for students with disabilities under the Equality Act 2010. If you wish to record lectures or other learning opportunities in order to make the information more accessible to you due to a disability or learning difference, please contact Disability Services or the University Mental Health Co-ordinators for advice on ways the University can support you on disability@warwick.ac.uk or wellbeing@warwick.ac.uk.

If Wellbeing Support Services or the University Mental Health Co-ordinators have notified your department that recording teaching sessions will support your learning, you will not need to seek the permission of the lecturer before the teaching session begins, but recordings must not be distributed in any format. Please be assured that lecturers will not inquire if you are recording sessions in order to ensure your privacy, but you may wish to advise lecturers (or your Personal Tutor) if you are using any supporting equipment or technology so that we can better support you.

Cancellations/Postponement of Classes and Lectures

In the event that a lecture, seminar, workshop or other scheduled teaching session has to be postponed (e.g. because of staff illness, bad weather) you should receive an email communication from the Liberal Arts department advising you of the postponement. This will be sent to your Warwick email address which you should check regularly. If possible, information will also be posted on module Moodle page or using Moodle announcments. Tutors will attempt to reschedule classes at an alternative date and time. If you are unable to attend at the rescheduled time due to other academic commitments, please speak to the tutor concerned. Lectures will be either delivered at an alternative time, or the lecture will be made available online.

Health and Safety

The University's Health, Safety and Well-being Policy Statement can be viewed online.

In the Liberal Arts Department, the Head of Department has executive responsibility for the health and safety of anyone entitled to be on premises under her control. The Head of Department is supported in formation, implementation and development of safety policy by the Departmental Safety Officer (DSO).

Communications

If you have a general query relating to your degree or modules or to any administrative processes, our Programmes Officer is Mrs Kelsey Thomas. Please contact her by email (liberalarts@warwick.ac.uk) or telephone (02476 50448). She can also be found in the School Office (R3.38) on Mondays, Wednesdays, and Thursdays. In Welcome Week and Week 1 she will be in the School Office every day (except Friday September 27th and Monday September 30th), so please feel free to drop in to resolve any issues (e.g. about timetabling).

If you have a pastoral, academic, or wellbeing issue, please contact your Personal Tutor.

Your Personal Tutor is also able to help you navigate and understand this handbook if ever you are confused by complex policies. If your Personal Tutor is unavailable and/or for more serious issues, you may wish to contact the Director of Undergraduate Studies (Dr Lauren Bird), the Head of Liberal Arts (Dr William Rupp), the School Senior Tutor (Dr Kimberly Lockwood-Clough), and/or the Faculty Senior Tutor (Dr. Amanda Kowalczyk).

If you have questions relating to specific modules, please contact your module tutor. Please note that Liberal Arts tutors cannot answer questions about modules or registration in other departments; you should contact the relevant departments' Undergraduate Offices.

All official communication from the Liberal Arts Department is by email to your University of Warwick email address. You are expected to check your University emails regularly to make sure that you have received all important information (e.g. about your modules, field visits, exams, etc.).

You can expect to hear back from staff within three working days. Although some staff may respond outside of normal working hours, there is no formal expectation that they do so or that they check email at these times. Please do not email multiple staff members in the department with the same question as this will duplicate work and may respond in a longer wait time for a reply. If you are unsure who to contact, you should contact your Personal Tutor who can signpost you to the relevant staff member/resource.

Some staff may also communicate more informally using the "Chat" function on Microsoft Teams. You are not expected to be permanently online, but you are advised to check your Teams app regularly. Please check with individual tutors what their policy on using Teams "Chat" is.

Space

Liberal Arts, Global Sustainable Development, and Design Studies students share a Common Room: R3.35 (in the Ramphal Building). This is your space to study, socialise, or work together in groups! Please be mindful when using the lounge as staff members are working in adjacent offices.

Finding the rooms in which your modules are taught can be confusing! The Warwick Interactive Campus Map is a very useful tool for finding your way around the campus. You can search for individual rooms. You may equally wish to download the MyWarwick app to your smartphone which links to the interactive map.

Advice and Feedback Hours

All staff hold at least two Advice and Feedback Hours per week (you may also hear these called Office Hours). This is your time to speak with your module tutors and Personal Tutors. Each staff member's A&F hours are listed on their staff webpage and should be mentioned on the module Moodle page. Check with your module/Personal Tutor whether they prefer drop-ins or whether they would prefer for you to make an appointment.

Sometimes staff will invite you to meet them (e.g. if there is something in particular that they wish to discuss with you). More often, it is up to you to make appointments or "drop in" as and when you feel it would be helpful. You might want to discuss ideas for an upcoming assessment, assessment feedback, or ask questions about something that you didn't understand in the seminar. You might just be excited by what you're learning and want to discuss it further, or ask for suggestions for further reading. Staff are always happy to speak with you about any questions you may have, and these hours are specifically set aside for answering student queries and providing support. In other words, please use these hours as they will help you get the most out of your course and will help you learn how to improve on your assessments! You don't have to have a "problem" to use an Advice and Feedback hours.
You may also wish to speak to your Personal Tutor about wellbeing issues in their Advice and Feedback Hours. You may either book appointments or "drop in" if there if there are slots available. Individual tutors will inform you how to book a slot in their Advice and Feedback Hours. If you're unsure, just drop them an email.

Term Dates

University Term dates are published online.

2026/2027

Campus Arrivals

Thursday 24 September 2026 to Sunday 27 September 2026

Welcome Week

Monday 28 September 2026 to Sunday 4 October 2026

Autumn Term

Monday 5 October 2026 to Saturday 12 December 2026

Spring Term

Monday 11 January 2027 to Saturday 20 March 2027

Summer Term

Monday 26 April 2027 to Saturday 3 July 2027

Attendance, requirements and monitoring

What You Can Expect from Us

- An induction programme which introduces you to your Department and the University.
- A supportive learning experience that enables and encourages both your academic and your personal development.
- Appropriate learning spaces, resources and technology to support you in your studies. Study spaces include, but are not limited to, the Library, the Learning Grid, Learning Grid Rootes, the BioMed Grid and Learning Grid Leamington, Postgraduate Hub, Wolfson Research Exchange, the Teaching Grid, IATL, Humanities Studio, etc.
- Transparent and up-to-date information on your course(s) of study, modules, and on University policies and procedures that relate to you.
- A range of teaching and learning methods that will engage and challenge you. In aiming to offer you access to excellent teaching, Liberal Arts teaching staff engage in peer dialogue. This is a process in which tutors undertake observations, reflections, and discussions as a way to develop their teaching practices. More information about Peer Dialogue here.
- A range of assessment methods, with fair and transparent criteria, that provide you with opportunities to demonstrate the knowledge and skills you have acquired.
- Relevant and meaningful feedback on your work in a variety of formats that will help your academic development within a reasonable timescale previously communicated to you, within the University's guidance of four weeks or less (20 working days), and within a timeframe that allows you to learn for subsequent assessment.
- Opportunities for you to offer feedback on your experiences, to be engaged in the ongoing development of teaching and learning at Warwick through a range of mechanisms, and to be kept informed of the ways in which the University is responding to your feedback, including the reinvestment of resources.
- A Personal Tutor to support and advise you in your academic and personal development, including referral to appropriate support services where needed.
- Encouragement and advice on taking a period of study abroad, both within Europe and beyond, or taking up work placements, during which you will receive support, as appropriate.
- Encouragement to access the advice and guidance available on future career opportunities and the development of your personal skills.

Warwick 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.

As a Liberal Arts student at the University of Warwick, you are part of a vibrant and diverse community which is ambitious, passionate about learning, proactive and takes advantage of the many opportunities available to them, academically and socially. Your knowledge, values and aspirations are built into our teaching and learning approach. We'll work as partners and co-creators so that your education is the very best and you gain maximum benefit from your time here.

In order to ensure that this partnership is successful, each party has to undertake to fulfill certain responsibilities and abide by certain codes of conduct. Accordingly, there are expectations and these are set out formally in the Warwick Student Community Statement.

What We Expect From You

The University's Regulation 36 governs students' registration, attendance and progress. The following is an extract from the Regulation:

1. Students are expected to engage fully with their course of study, take responsibility for their own learning and co-operate with their department and wider University as members of the University community. Students must comply with the requirements for their course as set out by the department.
2. Students are expected to inform departments of any health problems, changes in circumstances or other difficulties that may affect their progress. If a student fails to inform the department, these circumstances cannot be taken into account.
3. Students may be required by the Head of Department to meet with staff in the department. Students may also be required to meet with administrative staff in the wider University.
4. If a student's progress or behaviour persistently fails to meet the expectations set out in this Regulation and departmental course requirements, the Head of Department may recommend to a Continuation of Registration Committee that the student be required to withdraw (under section 36.4.4).

Attendance

You are required to attend all prescribed formal teaching sessions (lectures, seminars, workshops and field trips). A register will be taken at each seminar and workshop session. You should prepare fully for each scheduled session by doing the required reading and preparing any work (such as presentations or briefings). You should attend your formal assessments and examinations at the designated time and place and observe all rules regarding conduct during a formal examination. These can be found in Regulation 10: Examination Regulations.

Attendance will be registered and recorded in Tabula.

Absence from classes

If you are prevented from attending a seminar or study trip because of illness or serious personal problems, you must inform the Office immediately by email (liberalarts@warwick.ac.uk). Give the reason for your absence (you need only specify 'illness', 'family problems', etc. You need not give details) and say when you think that you are likely to be back in attendance. The Liberal Arts office will notify your tutors and will mark your attendance record accordingly.

If your absence is of more than three consecutive days from prescribed classes you should, in accordance with University rules, provide documentation (for example, a doctor's certificate). Such documentation is also essential if you miss an examination or a deadline for an assessed essay.

When you return to classes, you must advise your Personal Tutor of your absence, and seek a meeting if it relates to personal issues.

Non-Submission of Work for Assessment and Absence from Exams

See the Assessment and Examinations Section for information about the procedure to be adopted if you do not submit your work or you are absent from an examination.

You should submit all required work on time and in the correct, acceptable format and using the correct method of submission. If you are experiencing any difficulties which are preventing you from studying and progressing as you would wish, you must inform your Personal Tutor who can offer support to help you deal with the difficulties and advise you on how these might be taken into account when assessing your performance. These difficulties may often be referred to as Mitigating Circumstances.

Mitigating Circumstances

Mitigating circumstances are those events that have had a detrimental effect on your study, to the point that it is in your interest to draw your department's attention to them and ask for them to be considered in mitigation of poor performance. Such circumstances include (but are not limited to) illness, both physical and emotional; the severe illness or death of a close family member; a shocking or traumatic personal experience; or financial difficulties. In addition, sudden, unexpected changes in family circumstances might affect your ability to make academic progress as a consequence of their demonstrable emotional impact upon you, and may also be considered as mitigation.

There is more information about the process for declaring mitigating circumstances, examples of the kind of circumstances which are and are not eligible and the types of

evidence which should be provided to show mitigating circumstances in the Section on Mitigating Circumstances.

Monitoring Your Attendance and Progression

To help us to gauge how successfully you are engaging with your course, identify any problems which you may be experiencing and offer support to help you, the department has a number of check points throughout the year. If you miss any of the points, this might indicate that you are having problems with the course and need additional support.

The check points (or monitoring points) are set out below. Your student profile record on Tabula will be updated at the end of each term to show that you have met (or not met) each point during the term. (All monitoring points are recorded on Tabula.)

Monitoring Point	**Description**	**Mode**	**Timing**
Year 1 Term 1			
1	Attendance at IP101 Principles and Praxis	In-person	Week 1
2	Attendance at IP121	In-person	Week 3
3	Attendance at seminar/lab for any module	In-person	Week 5
4	Meeting with Personal Tutor	In-person	Week 7-8
5	Attendance at IP121	In-person	Week 9
6	Attendance at any module event or Submission of assessed work	Online	Week 10
Year 1 Term 2			
7	Attendance at IP101 or IP121	In-person	Week 15
8	Meeting with personal tutor	In-person	Week 16-17
9	Attendance at seminar/lab for any module	In-person	Week 19
10	Meeting with Personal Tutor	In-person	Week 22-23

11	Attendance at any module event	In-person	Week 24
Year 1 Term 3			
12	Submission of assessed work for IP121	Online	Week 31-33
13	Attendance at cohort meeting	In-person	Between Weeks 33-38

Monitoring Point	Description	Mode	Timing
Year 2 Term 1			
1	Meeting with Personal Tutor	In-person	Week 1-2
2	Attendance at IP205	In-person	Week 3
3	Attendance at seminar/lab for any module	In-person	Week 5
4	Attendance at IP205	In-person	Week 7
5	Attendance at seminar/lab for any module	In-person	Week 8
6	Attendance at any module event or submission of assessment on any module	Online /In person	Week 10
Year 2 Term 2			
7	Meeting with Personal Tutor	In-person	Week 15-16
8	Attendance at seminar/lab for any module	In-person	Week 17
9	Attendance at IP205	In-person	Week 19
10	Attendance at seminar/lab for any module	In-person	Week 21
11	Attendance at seminar/lab for any module	In-person	Week 23

Year 2 Term 3			
12	Submission of any assessment or attendance at an examination	In-person or Online	Week 30-34
13	Attendance at cohort meeting	In-person	Between Weeks 33-38

Monitoring Point	**Description**	Mode	**Timing**
Finalists Term 1			
1	Attendance at IP302	In-person	Week 1
2	Meeting with dissertation supervisor	In-person	Week 2-3
3	Attendance at seminar/lab for any module	In-person	Week 5
4	Attendance at seminar/lab for any module	In-person	Week 7
5	Meeting with Personal Tutor	In-person	Week 8-9
6	Attendance at IP302	In-person	Week 10
Finalists Term 2			
7	Meeting with dissertation supervisor	In-person	Week 15-16
8	Attendance at seminar/lab for any module	In-person	Week 17
9	Attendance at IP302	In-person	Week 19
10	Meeting with dissertation supervisor or Personal tutor	In-person	Week 21-22
11	Attendance at seminar/lab for any module	In-person	Week 24
Finalists Term 3			
12	Submission of Dissertation	Online	Week 31-32
13	Attendance at viva voce examination	In-person	Between Weeks 34-37

Monitoring Points for Students Studying Abroad

(only applicable to those studying abroad in Y3)

Monitoring Point	**Description**	**Mode**	**Timing**

1	Student update email sent to Study Abroad Coordinator	Online	Term 1, week 2, (Oct.)
2	Tabula submission to confirm attendance at other institution 1	Online	Term 1, week 5, (Nov.)
3	Email check-in with Personal Tutor	Online	Term 1, week 8, (Nov.)
4	Tabula submission of first progress report	Online	Term 1, week 10, (Dec.)
5	Email to Liberal Arts Undergraduate office (cc Study Abroad Co-Ordinator) confirming module selections at other institution	Online	Term 2, week 3, (Jan.)
6	Tabula submission to confirm attendance at other institution 2	Online	Term 2, week 7, (Feb.)
7	Email check-in with Personal Tutor	Online	Term 2, week 10, (Mar.)
8	Tabula submission to confirm attendance at other institution 3	Online	Term 3, week 1, (Apr.)
9	Tabula submission of second progress report	Online	Term 3, week 6, (May)
10	Tabula submission of transcript or statement issued by other institution	Online	Term 3, week 10, (Jun/Jul.)

Monitoring Points for Students On Work Placement Year

(only applicable to those on an intercalated work placement in Y3)

Monitoring Point	**Description**	Mode	**Timing**
1	Confirmation by Employability and Placement Manager that placement is in progress	Online	Term 1, week 3, (Oct.)
2	Tabula submission by student to confirm attendance at placement	Online	Term 1 week 6, (Nov.)
3	Tabula submission by student to confirm attendance at placement	Online	Term 1, week 9, (Dec.)

4	Tabula submission by student to confirm attendance at placement	Online	Term 2, week 3, (Jan.)
5	Confirmation by placement employer that student is engaging as per contract	Online	Term 2, week 6, (Feb.)
6	Tabula submission of statement to update department on module choices for next year	Online	Term 2, week 9, (March)
7	Tabula submission by student to confirm attendance at placement	Online	Term 3, week 1, (April)
8	Tabula update on progress report submission	Online	Term 3, week 5, (May)
9	Tabula submission of Final Assignment	Online	Term 3, week 10, (June/July)

It is very important that you meet the requirements of each point as failure to do so could result in a letter being sent to you from Student Records reminding you of your obligations as a student. International students should be particularly aware of the consequences of missing contact points: the Academic Office is obliged to report to the Home Office UK Visas and Immigration (formerly the UK Border Agency) if any Student visa (formerly Tier 4) holders have been found not to be engaging with and attending their degree course. This will normally lead to the curtailment of their visas. Please speak to your Personal Tutor if you feel you might be at risk of not meeting these critical requirements at any point during your University career.

Compliance with University Regulations

As a member of the University of Warwick's community you are expected to adhere to the standards others in the University community expect of you in terms of intellectual integrity and ethical behaviours; following the regulations that are relevant to your academic work, including those concerned with research ethics and plagiarism (see the Assessment and Examinations Section for more information). You should comply with the Regulations as laid down in the University Calendar. In particular, your attention is drawn to the following:

- Dignity at Warwick Policy
- Health and Safety Polices (including the University's rules regarding smoking on campus) These Policies can be found on the University's Health, Safety and Well-being website
- Regulation 22 - General Library Regulations
- Regulation 25 – Parking and Traffic
- Regulation 29 – Covering Meetings etc. on University Premises

- Regulation 31 – Governing the Use of University Computing Facilities – and its associated Codes of Practice

Failure to comply with University Regulations as supplemented by University Policies, Rules, Codes of Practice and Conventions may constitute a student disciplinary offence as defined in Regulation 23: Student Disciplinary Offences and may accordingly lead to action being taken under that Regulation (including the imposition of fines, issue of warnings, suspension of academic services or expulsion from the University).

Advice and Feedback Hours

Each member of staff will be available during their Advice and Feedback Hours (sometimes called "Office Hours"). At these times you can expect staff to make themselves available in their office to see students either on a drop-in basis or by making an appointment. Each member of staff in the Department holds weekly Advice and Feedback hours, which will be advertised by the academic either on their webpage or on a sign by their office.

Course specification

As a Liberal Arts student, you will be combining the study of Liberal Arts with your chosen suite of other modules; these may take the form of a ROUTE or a PATHWAY. A ROUTE is a focus in a particular discipline, where you will take a minimum of 25% of modules across your degree from this field (usually 30 CATS per year of specific and optional modules from the area - see requirements below). If you complete a given route, your final degree will be BA Liberal Arts With *ROUTE* (i.e. BA Liberal Arts With Classics).

A PATHWAY is a bespoke collection of modules formed around a particular interest. These are made up of modules from across the University, and you create your own title. NB: Students who select a bespoke pathway will graduate with a BA Liberal Arts degree; the Pathway title will be reflected on your Higher Education Achievement Report (HEAR) form.

We encourage all students to begin with a disciplinary Route; as you can always switch over to a Pathway during your degree. Switching from a Pathway to a Route is far more complex and often not possible.

A Route is associated with a specific department, in which you will take a minimum of 25% of your optional modules.

Route Options

- Classics
- Design Studies
- Economics
- Education
- English
- Film and Television Studies
- Global Sustainable Development
- History
- Law
- Life Sciences
- Modern Languages and Cultures
- Philosophy
- Theatre and Performance Studies

A Pathway is a route you carve for yourself, designed entirely from modules drawn from across the University, and you can create your own title! These are usually based around a problem, topic, or issue that you are passionate about (and usually relate to the topic of your final-year dissertation project).

Pathway title examples (you will devise your own title)

- Apocalyptic Studies
- Childhood and Education
- Critical Sports Studies
- Culture and Identity
- Culture, Media and Communication
- Gender Studies
- Refugee Studies
- Social Justice
- Sustainability

During your studies you will spend time in both the Liberal Arts department and in the department(s) delivering the modules in your chosen Route or Pathway. Please note that as far as the responsibility for the running of your course is concerned, your designated 'home' department is Liberal Arts.

If you need any help or guidance in relation to any aspect of your course, you should get in touch with the Liberal Arts department (either Kelsey or your Personal Tutor). The detailed course structure for each year of your degree can be found on the degree overview webpages, showing the units of study (or modules) which you will take each year and their credit (or CATS) weighting. Students normally take 120 CATS a year. Please note that overcatting (taking more than 120 CATS in a year) is not permitted for Liberal Arts students unless you are on the Life Sciences Route.

You will notice that there are a number of Liberal Arts modules that are compulsory. As detailed further on in the progression section of this handbook, please note that you are required to pass these modules in order to move onto the next year of study (and in some cases to continue on a specific disciplinary route) and to obtain your final degree.

Assessment Conventions

Assessment Conventions are the rules about the way that the results of students' attainment in their modules are calculated and combined to determine whether or not they can proceed from one year of study to the next. The also refer to the classification of degree awarded at the end of the course (First Class, Upper Second Class etc.). They use the concept of credit (see the Modules and CATS section) to make these calculations. To see how assessment conventions are applied, please see the Examination and Assessment Section of this handbook.

Teaching and Learning

Seminars and Workshops

Liberal Arts modules typically consist of one two-hour workshop per week. Modules outside of the Liberal Arts department will also typically consist of a seminar or workshop per week, as well as weekly lecture(s). Liberal Arts workshops are typically highly-active sessions where students are expected to contribute, debate, and question each other based on their individual knowledge, research, and experience from other modules. Your tutors generally facilitate activities and discussions, rather than providing strict didactic instruction.

Class participation is central to the process of learning. Participation allows you to test out your ideas about a subject together with a tutor and other students, and, in the process, develop oral communication and group-work skills which are likely to be as important as your writing skills in whatever you find yourself doing when you have finished at Warwick.

All teaching sessions are compulsory and attendance will be monitored throughout the year. If you fail to attend, you may not be awarded credit for modules, and as a result may not be permitted to progress to subsequent years of study.

Outside Liberal Arts, many departments have weekly seminars. These typically are based around group conversations on a specific topic, usually linked to weekly lectures. There is a wide variety of activities and expectations in seminars, so it's always a good idea to read module information and Moodle pages and/or ask questions to ensure you know how your tutors would like you to participate.

Lectures

Most modules outside the Liberal Arts department will have one to two hours of lectures per week – either in one block or separated across the week. Lectures are an essential part of the learning experience, and will play a central role in your preparation for seminars.

What happens in a lecture depends on the lecturer, the content, and the size of the group. An academic with a larger group may treat the session more rigidly, communicating information but with little scope for interaction. Smaller groups will be able to pause and discuss ideas more readily.

Attending a lecture is not a passive activity. You will need to give serious attention to developing your skills in note-taking if you are to get the most out of the lectures. Self-testing and reviewing your notes and readings will help improve understanding and retention. Even more important is learning how to ask questions. It can be intimidating to ask questions in a room full of people, but it's one of the best skills to practice. Learning to ask productive questions not only enriches your own learning, it helps the

rest of the class too. If you find yourself too shy to ask questions in class, you are always welcome to meet the tutor in their Advice and Feedback hours to clarify anything that you did not understand.

Problem-Based Learning

Problem-Based Learning (PBL) is the key organizational concept for Liberal Arts modules at Warwick. PBL modules require that students work individually and collectively to solve ill-defined problems (these may be called 'messy problems', 'big questions' or 'wicked problems'). Problems can be posed as questions or themes that require students to think creatively about how to understand them: problems rarely have simple solutions, so you'll need to bring together a range of relevant knowledge, teammates, and methodologies to propose productive interventions. Generally speaking, modules will be framed around a series of topics that allow students to understand how to approach problems. Lecturers will rarely tell you if you have found 'the' right answer; instead, lecturers may look to help you to define for yourself what 'a' right answer might look like. An answer that looks useful and convincing to you may look very different from your fellow students' answers.

The goal of PBL is to get students to engage actively with generating knowledge, rather than passively receiving knowledge from a lecturer. This has been shown to be a highly effective way for students to learn both specific content and analytical mechanisms for understanding how to deploy that knowledge. As a result, PBL-trained students are highly effective at taking up new tasks, moving into new areas of knowledge, and addressing new problems.

In the classroom, PBL sessions adopt a variety of formats depending on the content and the delivery style of the lecturer. The lecturer may begin by providing a brief introduction to a specific issue, object, or question relevant to a case study that illuminates aspects of a problem. As a student, you may be asked to perform an investigation or activity that addresses that issue; you will be required to work in groups and draw on set reading, information from other modules, and your own individual areas of expertise to create a response (a response might take the form of a brief oral presentation, a definition, a policy brief, etc.). You will then generally share your response and reflect on that process. Reflection is essential to PBL: learning to justify your approach and identify further adjustments to your process is a core skill for Liberal Arts students.

Rules For Award

For students starting Bachelors or Integrated Masters Degrees from the 2021/22 academic year onward, decisions about progression from one stage of the course to the next, and decisions about the final award or classification are set out in the Rules for Award 2021-22. This details calculations used to determine your final classification and the minimum credit requirements by level of study for an award to be made.

For the award of a Bachelors degree a student must meet specific credit requirements achieving a minimum 270 credits (or CATS) across the degree course including a minimum of 90 credits at FHEQ level 6.

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. In order to progress to the next year of their studies, students must also meet all of the following criteria:

Students who first registered in academic year 2020-21 or earlier:

To progress from Year 1 to Year 2:

- All Liberal Arts required core modules (IP101, IP102, IP103, IP108—i.e. 75 CATS) must be passed (at 40% or above)
- Overall mean mark for the year must be 40% or above

To progress from Year 2 to Year 3/Intercalated Year:

- Both Liberal Arts required core modules (IP201 and IP205—i.e. 60 CATS) must be passed (at 40% or above)
- Overall mean mark for the year must be 40% or above

To Progress from Final Year to Degree Completion:
To be awarded an Honours degree students must meet the progression criteria above, and in the final year:

- The Liberal Arts required core module (the dissertation) must be passed (at 40% or above)
- At least 90 CATS must be passed overall (i.e. at least 75% of modules must be passed at 40% or above)
- Overall mean mark for the year must be 40% or above

Honours awards will be divided into three categories: first-class honours, second-class honours (upper and lower) and third-class honours. You may see this written as a 1st, a 2:1, a 2:2 or a 3rd.

Students who first registered in academic year 2021-22 or later:

To progress from Year 1 to Year 2:

- All Liberal Arts required core modules (IP101, IP102, IP103, IP108) must be passed (at 40% or above)
- At least 90 CATS must be passed overall (i.e. at least 75% of modules must be passed at 40% or above)
- Overall mean mark for the year must be 40% or above

To progress from Year 2 to Final/Intercalated Year:

- Both Liberal Arts required core modules (IP201 and IP205) must be passed (at 40% or above)
- At least 90 CATS must be passed overall (i.e. at least 75% of modules must be passed at 40% or above)
- Overall mean mark for the year must be 40% or above

To Progress from Final Year to Degree Completion:
To be awarded an Honours degree students must meet the progression criteria above, and in the final year:

- The Liberal Arts required core module (the dissertation) must be passed (at 40% or above)
- At least 90 CATS must be passed overall (i.e. at least 75% of modules must be passed at 40% or above)
- Overall mean mark for the year must be 40% or above

Honours awards will be divided into three categories: first-class honours, second-class honours (upper and lower) and third-class honours. You may see this written as a 1st, a 2:1, a 2:2 or a 3rd.

Students who first registered in academic year 2023-24 or later:

To progress from Year 1 to Year 2:

- All Liberal Arts required core modules (IP101, IP121) must be passed (at 40% or above)
- At least one of the following optional core modules (IP120, IP122 or IP123) must be passed (at 40% or above)
- At least one of the research methods modules (IP108 OR IP110) must be passed (at 40% or above)
- At least 90 CATS must be passed overall (i.e. at least 75% of modules must be passed at 40% or above)
- Overall mean mark for the year must be 40% or above

To progress from Year 2 to Year 3/Intercalated Year:

- The Liberal Arts required core module (IP205) must be passed (at 40% or above)
- At least 90 CATS must be passed overall (i.e. at least 75% of modules must be passed at 40% or above)
- Overall mean mark for the year must be 40% or above

To Progress from Final Year to Degree Completion:
To be awarded an Honours degree students must meet the progression criteria above, and in the final year:

- The Liberal Arts required core module (the dissertation) must be passed (at 40% or above)
- Between Y2 and Final Year, students must pass a minimum of 45 CATS (at 40% or above) of Liberal Arts Optional Modules.
- At least 90 CATS must be passed overall (i.e. at least 75% of modules must be passed at 40% or above)
- Overall mean mark for the year must be 40% or above

Honours awards will be divided into three categories: first-class honours, second-class honours (upper and lower) and third-class honours. You may see this written as a 1st, a 2:1, a 2:2 or a 3rd.

NB: Individual routes and modules may have their own prerequisites and requirements, which you can view on this page: Your Degree Course. For example, the Economics route requires that students pass EC107 and have an overall mean of at least 40%.. If you do not pass specific requirements, you may have to change your route, pathway, or module choices. However, any supplementary requirements like this will not affect your ability to progress to the next year of the degree itself.

Right to Remedy Failure

A Remedy Failure policy has been introduced, which is applicable to all students see:

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure/

This means that each student will have the automatic right to resit a failed module at the earliest opportunity, even if the student has no mitigating circumstances and has met progression requirements. You may wish to make use of this opportunity to improve your year average, for instance.

Please note that the policy applies to the entire module mark rather than a failed component. If a student has passed a module overall, they are not permitted to remedy failure in individual assessment components, unless the requirement to pass these components has been specified in the module approval form (e.g. if you need to pass these components to pass the module).

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

Undergraduate Degree Classification Conventions and Consideration of Borderline Cases

The regulations below discuss how examination boards determine progression decisions and final degree classification.

At the end of your degree course, the marks you achieve on your modules are combined together to determine your overall degree result: a First, a 2.1, a 2.2, a Third, a Pass degree or no degree. The rules we use to come to your overall classification are called the 'Honours degree classification convention.'

Where a student's mean mark falls below a class boundary but is within 2.0% of that boundary the Board of Examiners shall reconsider the student's performance and consider whether to promote them to the higher class or not; this provision does not apply to the boundary at 35.0% between a Pass degree and failure.

Please see the Undergraduate Degree Classification Convention for more information. Students who first registered in 21-22 and later: different rules for consideration of borderline cases apply, see

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward

Modules

Scheme of Study

Three years full-time study leading to the degree of BA (Honours) Liberal Arts or BA (Pass) Liberal Arts (UCAS course no. LA99).

A student following an Honours Degree must take a minimum of 360 CATS during their course, comprised of a minimum of 120 CATS in the first year (including 60 CATS of Liberal Arts core and optional core modules) and a minimum of 240 CATS in the second and final years (including a minimum of 60 CATS of Liberal Arts core modules and 45 CATS of Liberal Arts optional core modules).

First Year

Students are required to take a total of 120 CATS in the first year.

These are comprised of:
A) 60 CATS of core modules in Liberal Arts and the non-credit bearing module IP101: Liberal Arts Principles and Praxis (see Table 1 below of core modules).

+

B) Students also take 30-60 CATS in first year optional modules from across the University's departments as part of their Route or Pathway (see Table 2 below for requirements on disciplinary routes - If students wish to progress on a Disciplinary Route in second year, they must take the relevant requisite modules listed below).

+

C) Students on a Disciplinary Route may choose to take their remaining 30 CATS of other modules from across the university. These do not necessarily need to be related to the student's disciplinary route.

You can explore different departmental offerings by searching the University Module Catalogue and departmental webpages. Please bear in mind that different departments will have different processes, expectations, or requirements for their modules. It's especially important in your first year to consult with your Personal Tutor in advance of choosing

Table 1: Required First-Year Core Modules - All Liberal Arts Students

Module Code	Module Title	CATS
IP101	Liberal Arts: Principles and Praxis	0 (Pass/Fail only)
IP121	Truth and Misinformation	30
+ CHOOSE ONE (15 CATS) FROM THE FOLLOWING RESEARCH METHODS MODULES		
IP108	Qualitative Methods for Undergraduate Research	15
IP110	Quantitative Methods for Undergraduate Research	15
+ CHOOSE ONE (15 CATS) FROM THE FOLLOWING CORE OPTIONAL MODULES		
IP120	Beauty	15
IP122	Revolution	15

NB: Regardless of what modules you choose above, you must pass 60 CATS of Liberal Arts modules to progress from Year 1 to Year 2. You can take more than 60 CATS of Liberal Arts modules if you wish.

If you are on a Disciplinary Route, you are also expected to take the relevant modules below in Year 1. You must pass these modules as well in order to progress on your disciplinary route.

Table 2: Required Modules on Disciplinary Routes for Year 1 for Liberal Arts Students

Department Route ***Liberal Arts with…***	**Module Code**	**Module Title**	**CATS**
Classics	CX1*	**One** x 30-CAT Classics Y1 module; OR **Two** x 15-CAT Classics Y1 modules.	30 (total)
Design Studies	*Take both:*	*Take both:*	30 (total)
	DI102	Introduction to Design Practice	15
	DI1*	Any 15-CAT Y1 Design Studies Module	15
Economics	EC107	Economics 1	30
	–EC120 modules (Maths and Stats)– Recommended but not required	*Students are strongly advised to take EC120 (composed of EC139 (Maths A)/EC140 (Maths B)* and EC122 (Stats A)/ EC124 (Stats B)*) as they are a pre-requisite for a number of Economics modules in Year 2 and Final Year.* **In order to take EC140 (Maths B) and EC124 (Stats B), A-Level maths is a prerequisite.*	*30*
Education	EQ*	**One** x 30-CAT Education Y1 module; OR **Two** x 15-CAT Education Y1 modules.	30 (total)

English	*Choose **one:***	*Choose **one** of the modules below:*	30 (total)
	EN101	Epic to Novel	30
	EN121	Medieval and Early Modern Literature	30
	EN122	Modes of Reading	30
	EN123	Modern World Literature	30
Film and Television Studies	*Take both:*	*Take both:*	30 (total)
	FI348	Film Analysis and Methods	15
	FI110 (OR FI352)	Screen Technologies (Film History and Methods)	15
Global Sustainable Development	*Choose **two**:*	*Choose **two** of the modules below:*	30 (total)
	GD104	Economic Principles of Global Sustainable Development	15
	GD105	Environmental Principles of Global Sustainable Development	15
	GD106	Social Principles of Global Sustainable Development	15
History	HI153	Making of the Modern World	30
Law	LA128	Understanding Law in Context	30
Life Sciences	LF104	Molecules, Cells and Organisms	30
	NB: OVERCATTING PERMITTED. *Liberal Arts Students on the Life Sciences Route are permitted to overcat by up to 9 CATS, bringing their first-year annual total to 129 CATS*		
Modern Languages and Cultures	**One x 30-CAT** language module in EITHER Arabic, Chinese, French, German, Italian, Russian, OR Spanish.		30

	Your route will be in your chosen language (i.e. you cannot switch between languages on this route). If you have an A-level or equivalent in French/German/Italian or German, you will be enrolled in FR101 FR101 Modern French Language, GE101 GE101 Modern German Language 1, IT107 IT107 Modern Italian Language I (Advanced), or HP101 HP101 Modern Spanish Language . If you have some prior knowledge below A-level, you will need to take a placement test to assess your proficiency and you will be placed in the appropriate module based on the results Otherwise, all students will begin with the ab initio modules, which are listed below. NB: Only first-year students are eligible to take beginners-level language modules.		
	L2B9	Arabic beginners for language degree students (LL2B9)	30
	LL2C2	Chinese beginners for language degree students (LL2C2)	30
	FR102	Modern French Language for Beginners (FR102)	30
	IT101	Italian for Beginners (IT101)	30
	GE103	Modern German Language for Beginners (GE103)	30
	LL2A5	Japanese beginners for language degree students (LL2A5)	30
	LLL292	Portuguese Beginners Accelerated (LL292)	30
	LL2B8	Russian Beginners for Language Degree Students (LL2B8)	30
	HP102	Modern Spanish Language for Beginners (HP102)	30
Philosophy	PH133	Introduction to Philosophy	30

Theatre and Performance Studies	TH144	Theatre and Performance in Context	30

All module choices are subject to approval in discussion with your Personal Tutor. Students declare whether they wish to take a Disciplinary Route or Bespoke Pathway midway through Term 2 in their first year at the Pathway Declaration Event (though you should decide if you are following a Route earlier than this...).

Second and Final Year

For each year of the second and final year, students will study 120 CATS per year. These credits are comprised of the following:

A) Core Liberal Arts Modules (One x 30-CAT module per year)
In Year 2 (Y2), students are required to take 30 CATS of Liberal Arts required core modules as outlined below.

In Final Year (FY), students are required to take 30 CATS of Liberal Arts required core modules as outlined below.

+

B) Optional Core Liberal Arts Modules (45 CATS over both years combined)

Across Y2 and FY, students are required to take 45 CATS of Liberal Arts Optional Modules at the appropriate level (IP2* or IP3*). These modules may be taken in any combination, so long as three x 15-CAT modules are taken over the course of both years combined.

+

C) Route/Pathway Modules (105 CATS over both years combined)

The remainder of credits in each year (once the core and optional core requirements are fulfilled) are composed of Route/Pathway Modules of the student's choice. Students may also choose to take additional liberal arts modules if they wish.

Students on disciplinary routes are required to take the modules outlined in table 4 below. They may also choose take more modules within their chosen discipline if they wish.

Table 3: Required Core Modules in Y2 and FY

Module Code	Module Title	CATS
IP205	Consuming Cultures (Y2)	30
IP302	Dissertation (FY)	30

Table 4: Required Modules on Disciplinary Routes in Year 2 and Final Year for Liberal Arts Students

NB: For some Routes, you may be permitted to take the 60 CATS of required modules across both Y2 and FY combined, while other routes require you to take a certain number of CATS in Y2 and a certain number in FY.
Please note that Final Year students are not eligible to take 200-level modules.

Department Route *Liberal Arts with…*	Module Code	Module Title	CATS
Classics	CX2* CX3*	Any approved Classics modules in Y2 or FY, with a minimum of 60 CATS across both years combined. Students may choose how they combine these modules in both years, so long as they study a minimum of 60 CATS in total between Y2 and FY.	60 (total)
Design Studies	DI2*	Any approved 30-CAT Design Studies module. To be taken in Y2.	30
	DI303	Major Project (FY)	30
Economics	EC*	Any approved Economics modules in Y2 or FY, with a minimum of 60 CATS across both years combined. Students may choose how they combine	60 (total)

		these modules in both years, so long as they study a minimum of 60 CATS in total between Y2 and FY.	
Education	EQ2* EQ3*	Any approved Education modules in Y2 or FY, with a minimum of 60 CATS across both years combined. Students may choose how they combine these modules in both years, so long as they study a minimum of 60 CATS in total between Y2 and FY.	60 (total)
English	EN2* EN3*	Any approved English modules in Y2 or FY, with a minimum of 60 CATS across both years combined. Students may choose how they combine these modules in both years, so long as they study a minimum of 60 CATS in total between Y2 and FY.	60 (total)
Film and Television Studies	FI2* FI3*	Any approved Film and Television modules in Y2 or FY, with a minimum of 60 CATS across both years combined. Students may choose how they combine these modules in both years, so long as they study a minimum of 60 CATS in total between Y2 and FY.	60 (total)
Global Sustainable Development	GD2* GD3*	Any approved Global Sustainable Development modules in Y2 or FY, with a minimum of 60 CATS across both years combined. Students may choose how they combine these modules in both years, so long as they study a minimum of 60 CATS in total between Y2 and FY. *NB: GD307 (Dissertation) is not available to students on this route.*	60 (total)
History	HI*	Any approved 30-CAT Early Modern History Option (this will be indicated in the module catalogue).	30

		To be taken in Y2.	
	HI3*	Any approved 30-CAT 300-level History Module. To be taken in Final Year	30
Law	LA2* LA3*	Any approved Law modules in Y2 or FY, with a minimum of 60 CATS across both years combined. Students may choose how they combine these modules in both years, so long as they study a minimum of 60 CATS in total between Y2 and FY.	60 (total)
Life Sciences	LF2* LF3*	Any approved Life Sciences modules in Y2 or FY, with a minimum of 60 CATS across both years combined. Students may choose how they combine these modules in both years, so long as they study a minimum of 60 CATS in total between Y2 and FY.	60 (total)
Modern Languages and Cultures	LL2A1 LL2C3 LL2A2 LL314 LL317 FR201 FR202 IT201 IT301 GE201 GE203 LL2C1 LL2A6 LL2A4 LL299 HP201 HP202	One x 30-CAT language module from the list to the left in EITHER Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, OR Spanish to be taken in Y2 Based on the level studied in Y1, students will move to the next 30-CAT module in the language in Y2 (The new level will be listed as "prerequisite for..." in the completed Y1 module in the module catalog).	30
	LL323 LL324 LL2A2 LL314	One x 30-CAT language module from the list to the left in EITHER Arabic, Chinese, French, German, Italian, Japanese,	30

	LL317 LL318 FR301 IT301 IT401 GE401 LL2A6 LL319 LL321 HP301	Portuguese, Russian, OR Spanish to be taken in FY. Based on the level studied in Y2, students will move to the next 30-CAT module in the language in FY. (The new level will be listed as "prerequisite for..." in the completed Y2 module in the module catalogue).	
Philosophy	PH2* PH3*	Any approved Philosophy modules in Y2 or FY, with a minimum of 60 CATS across both years combined. Students may choose how they combine these modules in both years, so long as they study a minimum of 60 CATS in total between Y2 and FY	60 (total)
Theatre and Performance Studies	TH2* TH3*	Any approved Theatre and Performance Studies modules in Y2 or FY, with a minimum of 60 CATS across both years combined. Students must take a minimum of 30 CATS of TPS modules of in Y2 and 30 CATS of TPS modules in FY.	

All module choices are subject to approval in discussion with your Personal Tutor.

Students declare whether they wish to take a Disciplinary Route or Bespoke Pathway midway through Term 2 in their first year at the Pathway Declaration Event (though you should decide if you are following a Route earlier than this...).

NB: All module choices must be approved in discussion with your Personal Tutor. If you are on a Specialist Pathway, you must receive written confirmation from external departments that they approve your registration on their modules before you register for them.

Intercalated Year Out

Students undertaking an intercalated year will transfer to the relevant BA Liberal Arts four-year course for their Route or Pathway. This transfer takes place after Y2, and only once the intermediate examination board has agreed that the student may progress to the next year of study on their course.

Transfer to a 4-year degree course

The intercalated year option is open to all LA students. Taking an intercalated year means to add a year to the standard 3-year course and transfer to the 4-year degree variant of the LA course that the student is enrolled in (for example, from "Liberal Arts" students would transfer to "Liberal Arts with Intercalated year"). LA students may spend the third year on a study abroad or on a work placement. They will then complete their final year in their fourth year of study. In LA, the intercalated year is not credit-bearing and any marks/evaluations students receive in the intercalated year will not affect their overall degree classification. Students will however need to pass the assessments of the intercalated year to be able to graduate on the 4-year degree programme.

Intercalated year options can be approved when the department establishes that the learning that students are planning to acquire is contributing to their degree, which is why – as your home department – LA oversees the process and supports students in their intercalated year. If you are in joint degree and receive guidance from the other department, please make sure you refer to the guidance below in the first place, as LA is your home department.

Key Departmental contacts

- Study Abroad Coordinator (Dr Elizabeth Chant)
- Employability and Placement Manager (Bodrun Nahar)
- Director of Undergraduate Studies (Dr Lauren Bird), who oversees the course transfers
- The student's Personal Tutor, who can offer general advice to the student who is considering doing an intercalated year, for example as part of their career prospects.

Course transfer to the 4-year variant of the degree course

As a standard, all LA students are enrolled on a 3-year degree. The transfer to a 4-year degree can only take place if the student progresses to third year (e.g. once the second-year successful exam board outcome is processed by the LA office).

AND

the departmental study abroad coordinator (Dr Elizabeth Chant) or the departmental placement manager (Bodrun Nahar) have approved the student's placement.

This means that course transfers linked to intercalated years can be finalised no earlier than the end of July, at the end of the second year in LA.

Like any course transfer, a course transfer to the 4-year variant of the degree course may have financial implications as well as visa implications if the student has Tier 4 requirements. For any query or support on these matters, LA students should get in touch with the Student Finance office/the student's loan company and the International Office respectively.

If a student has not fulfilled the requirements of their intercalated year option (see "During the intercalated year"), they will be transferred back to the 3-year variant of their degree.

Process

At the start of their second year, LA students are invited to an information session that outlines the intercalated year options available to them.

Study abroad options are managed by the Student Mobility team and only confirmed to the LA department in November. At the information session, the Study Abroad coordinator informs students of the destinations available to them that year and the process to express their interest in studying abroad. Destinations change year on year depending on the agreements made by the central Student Mobility team and partner institutions, hence we are only able to provide specific information in mid-term 1 each year.

Work placement options are managed by the LA Employability and Placement Manager. These can be either sourced by the student or by the department. Either way, they need to be approved by the Employability and Placement Manager. At the information session, students are informed of the process to express their interest in a work placement.

At the end of the Term 1 information session, students submit a brief expression of interest, so that the LA department can then get in touch with them with further information on intercalated year options.

Expectations

Proactiveness, resilience, and initiative are key skills that students develop in their intercalated year. The development of these skills starts in the student's second year.

Students planning on taking an intercalated year need to take into account the following constraints and manage their time accordingly during the second year of their degree.

- Planning for an intercalated year is a time-consuming commitment involving a number of different stakeholders, including partner universities through the Warwick Student Mobility team (for Study abroad) and an employer (for Work Placement). Because of the many parties involved, 'replies to emails may take longer than the standard departmental response time, as the relevant departmental contact may need to communicate with other parties.
- Students interested in an intercalated year need to consider that paperwork is required for the application process. Some of the student's personal arrangements (e.g. accommodation arrangements) may be delayed until the placement is confirmed.
- Since they express an interest to take an intercalated year at the start of their second year, students are expected to communicate to the department in a timely manner. Any delay may affect the success of an application process.
- Any delays or other issues related to host country visa applications and/or other immigration procedures are outside of our control.

The LA department does not have control over the many unforeseen circumstances that may affect the planning of an intercalated year (e.g. a partner university or an employer may decide to cancel a placement; there may be travel restrictions; visa issues and resultant travel delay); however, we are committed to support students and take into account any mitigating circumstance that may affect the planning or the completion of their intercalated year.

Benefits

An Intercalated year is a great opportunity for LA students to:

- Develop core skills identified by employers as being vital for success in the workplace
- Demonstrate characteristics that employers are looking for such as commitment, resilience, motivation, and reliability
- Have more to talk about during interviews
- Up to date reference
- Develop contacts
- Apply learning into practice (for work placement) and explore new learning opportunities (for study abroad)
- Ideas for the dissertation or module choice for the final year
- Take a break from regular studying at Warwick
- Have the edge over other candidates seeking employment after graduation
- Intercultural awareness, especially if the placement is abroad

During the intercalated year

Students on intercalated year are eligible for reduced fees.

IMPORTANT: LA students should make sure to keep checking their Warwick email during their intercalated year to avoid missing out on information that will be shared by the department and the Study Abroad Coordinator/Employability and Placement Manager.

Students on intercalated year are still LA students (e.g. they maintain their Personal Tutor), and still Warwick students (including access to email address, library resources, opportunities open to LA students and departmental newsletter). At the start of the intercalated year, students enrol on the relevant academic module (normally IP207 for Study Abroad or IP208 for Placement Year).

These modules set the requirements for students to fulfil to have their intercalated year recognised on their HEAR certificate. As part of these requirements, students are expected to complete the placement as set by the partner university or the employer and submit a reflection/report to the department, there are also monitoring point requirements throughout the intercalated year. There is not a mark as such that is given to the intercalated year, but students need to pass it to graduate on a 4-year degree and have it recognised on their HEAR. Any marks or evaluations that you receive in your intercalated year will not affect your overall final grade.

Students are also expected to attend monitoring points as set by the department. These include keeping contact with the Study Abroad coordinator/Placement officer; meetings with the Personal Tutor; submissions of reports/reflective pieces; confirmation by the partner university or the employer of the student's attendance. Monitoring points can be accessed on Tabula, under 'Attendance'.

In preparation for the fourth year

Students on their intercalated year are supported in their planning of their final year at Warwick. For example, they are sent a link to a module choice form that allows them to select modules for their final year in LA. They are also sent a video-lecture that introduces them to the LA307 Dissertation module (final-year core module for all LA students), as well as a Dissertation expression of interest form, which will help the department allocate them a dissertation supervisor in preparation for their final year.

At the start of their fourth year, students returning from their intercalated year are invited to a cohort meeting with other honours-level students taking their degree course.

Part-year Study Abroad/Work Placement

To approve your transfer to intercalated year the department needs to receive confirmation of your part-year placement from both the study abroad coordinator and the placement manager, ideally before the end of your second year. Similarly, if students pass only one of the two placements, neither of them will appear on your HEAR certificate. The Intercalated year can only be certified if you complete 120 CATS (60 CATS study abroad and 60 CATS work placement).

Study Abroad

Study Abroad Coordinator: Dr Elizabeth Chant Elizabeth.Chant@warwick.ac.uk

If you chose to go on a Study Abroad, you will be taking modules in partner universities, in English or in a foreign language. You will be exposed to a new teaching style, new contents, and a new university system.

The programme is run and managed by the Student Mobility Team. If you are interested in Study Abroad, advice and support can be offered by the Department's Study Abroad Coordinator, Dr Elizabeth Chant, who will guide and support you throughout placement process. Please also notify your Personal Tutor.

When applying for the Year Abroad in Term 1 of their second year of study, students select their preferred destinations and submit a personal statement, where they explain why they want to undertake the study abroad programme, what they intend to achieve with it (for example, learn a particular language) and the benefits that they believe the programme will offer to them and their personal development. The process is competitive. The criteria for selection are the student's academic performance in Year 1 (partner universities normally expect that students are at 2:1 standard prior to departure) and the strength of the personal statement.

If you choose to go abroad, you will continue to receive your student and maintenance loans but you will have to find money to pay for your travel to and from the overseas country and you will need to meet your living costs whilst you are there (as you would have to do if you stayed at Warwick).

Work Placement

The School for Cross-faculty Studies encourages students to undertake a work placement as part of their study programme. A work placement will give you the opportunity to apply your learning into practice, develop an understanding of the professional working environment, and essentially enhance your employability skills.

The intercalated work placement must be for a minimum of seven and up to a maximum of 12 months accounting to 1200 hours. The placement can be paid or unpaid and can take place in any location of your choice (for example another country or city) and the department can support you in guiding you through this process.

However, please be aware that the arrangement of overseas placements cannot receive the same level of oversight as UK placements, for legal and logistical reasons.

If you are interested in undertaking an intercalated work placement, in the first instance please contact the department's Employability and Placement Manager - Bodrun Nahar (Bodrun.Nahar@warwick.ac.uk) who will guide and support you throughout the placement process. Please also notify your Personal Tutor. You may access the school level guidance on placements here.

Finances

You will pay a reduced tuition fee to the University of Warwick while taking an intercalated year out. You can find the most up to date fee information on the Student Finance webpage.

If you take the study abroad option, you will not pay fees to your host university, but will have to pay for travel to and from the university, your accommodation, and living expenses. The Student Loan Company does currently award grants on travel expenses, subject to income assessment. You will receive the same student loan from the Student Loan Company as in your other years of study, if applicable.

If you undertake a work placement you may be eligible to receive part of your student maintenance loan whilst you are on an intercalated placement. For further information students should contact the Student Loans Company on 0300 100 0607 or visit https://www.slc.co.uk/.

Certificates

Liberal Arts at the University of Warwick is a national leader in embedding professional development into your course. You'll have a lot of chances to develop skills that have been identified by employers as being vital for success in the workplace. Among other opportunities, we have developed unique professional development certificates for you to take alongside your modules. Although study for the certificates is optional, and you can still be awarded your degree without taking the certificates, you are strongly encouraged to take advantage of the chance to obtain these certificates: attainment of which will be noted on your HEAR (Higher Education Achievement Report) which you can show to potential employers as proof that you possess relevant professional skills. These certificates will also help you reflect on your coursework to draw out examples of professional development throughout your course. For more on available certificates, see the SCFS Certificates Page.

Year 1

- Certificate of Professional Communication
- Carbon Literacy Certificate

Year 2

- Certificate of Professional Communication
- Carbon Literacy Certificate

Associated Course Costs

As well as tuition fees and living expenses, there are likely to be some extra things you will pay for while studying for your degree. Some of these will be optional (e.g. a book you wish to buy that isn't required reading), and some will be compulsory (e.g. a trip that is part of the course). Some of these costs are covered below, but others may become apparent during the course of your degree. Liberal Arts tries where possible to make funding available for students who can't afford to participate in activities associated with the course (e.g. a trip or field visit), and the Department is committed to minimizing costs to students wherever possible. However, if you have further suggestions or concerns please speak with your SSLC Course Representative or the Director of Student Experience.

You can find out more about funding issues through Student Finance, including how to ask for help if you find yourself in financial difficulties while at Warwick. While you should make sure that you plan adequately, please do not suffer in silence or assume that only you are having trouble with money; this is often part of the university learning curve, and the University may be able to provide advice and support.

Printing

You may want to purchase printer credits so that you can print documents via the University's networked printers. The costs of credits and information about how to purchase these online can be found at https://printercredits.warwick.ac.uk. You can also ask for advice at the Library Helpdesk; for more detailed help with problems, you should visit the IT Services Helpdesk (also on Floor 1 of the Library).

How much you spend on printing depends upon what you decide that you need to print. You should be aware that the assessment submission procedures for your core Liberal Arts modules do not require you to submit a hard copy of your work. There may be occasions in Liberal Arts where a submission requires some physical materials, but these should be discussed by your module tutor in class. The University's IT Services department's analysis of student printing demonstrates that the majority of students spend between £10 and £30 per year on printing. Thinking ahead, in your final year you may wish to have your dissertation professionally bound which can cost upwards of £30.

Please note that University network printers often allow you to scan documents for free and this may be a useful alternative to printing.

Required Textbooks

You will find required and recommended reading lists for each of your Liberal Arts core modules on the individual module's Talis Asipire Reading Lists and Moodle pages. Most required reading can be accessed via the University Library, and there is no need to purchase. On occasion you may wish to purchase your own copies of some texts but you are advised to speak to module tutors beforehand (e.g. to see how much the text will be used in class).

Other departments may require students to purchase set texts, and these may vary considerably in cost depending on the subject and content. As a general guideline, Warwick does its best to encourage students to use Library copies or purchase second-hand books. However, please be aware that the Library cannot buy copies to lend to every student on every module, and it will be difficult to borrow copies of particular texts close to deadlines. This is especially true in large departments using textbooks (e.g., WBS, Economics, etc.). If you want to save money on books, plan ahead, read well in advance, and take good notes for later reference. You can also scan documents for free using the University networked printer/scanners. If you are planning to buy, check the edition when buying second-hand. If you have questions about the appropriate edition to buy, you should speak with the module tutor before you buy the book—older editions may be cheaper, but can cause confusion with page numbers or may lack key readings.

Studying Abroad

If you decide to travel abroad during the third year of your course you will need to think about the costs associated with this option. You will have to find money to pay for your travel to and from the overseas country and you will need to meet your living costs whilst you are there (as you would have to do if you remained at Warwick). The best way to find out what these costs are is to speak to others who have studied abroad previously in the country to which you would like to travel. The Student Mobility team will be able to help. You can find out the likely costs associated with studying in various countries where Warwick has partnerships online or by speaking to the Study Abroad Advisor. Student fees are, however, reduced for students on an intercalated year. See here for more information: https://warwick.ac.uk/services/finance/studentfinance/fees/ugtuitionfees2017onwards/icyear.

Other Costs

Inevitably, there will be costs that we won't be able to tell you about in advance. These may include contributions towards field trips both in Liberal Arts and external modules (for example, if an English module requires that you go to Stratford-upon-Avon to see a performance you may be asked to make a contribution to costs, or you may have to ensure you bring/buy lunch, etc.). Other costs might include things like the costs of

robe hire for your degree ceremony (currently approximately £50 for first degree ceremonies).

Modules and CATS

As an undergraduate student, you will be required to complete 120 credits in each of the three years of your course (the amount of credits you take in Liberal Arts and your pathway department will vary each year).

Most modules are worth either 30 or 15 credits each. Most UK universities refer to credits as CATS (Credit Accumulation and Transfer Scheme), and so a 30 credit module will often be referred to as a 30 CATS module; a 15 credit module is usually referred to as a 15 CATS module.

Generally, 30 CATS modules will run in both terms 1 and 2, while 15 CATS modules will run in either term 1 or term 2.

Module Registration

You are required to register formally each year for each module that you are taking in that year. The University uses a system called eVision Module Registration (eMR). At the Liberal Arts Induction Meeting at the start of each year, you will receive instructions on how to access the system and register for your modules.

It is important that you complete the registration process correctly because this impacts upon your teaching and examination timetables. You should ensure that you select the correct modules with the correct CATS weighting.

You should complete your module registration as early as possible in Term 1 and by the end of Week 3 in Term 1 at the very latest. Guidance for accessing and using eMR is online here.

Once you have chosen your optional module(s) please confirm them with your personal tutor at your initial meeting using the Module Registration form. You should then register on eMR. If you have difficulty, or would like help, please attend the Module Registration Breakfast during Welcome Week.

If you do not register by the deadline of week 3 the Liberal Arts Department will complete your eMR on your behalf and there will be no opportunity for you to change the registration at a later date.

Please note that you do not have to register on eMR for the certificates that are available to you in your first and second year of the course.

Timetables

The day after you have registered your modules on eMR, you will be able to access your timetable through your Tabula profileLink opens in a new window. You will be able to see the day, time and location of your lectures and classes that you are required to attend.

As well as your timetable, your Tabula page will display your coursework deadlines and feedback, seminar groups, and attendance record as well as other useful information.

Please note Some of your classes (e.g. some seminars, tutorial and lab classes) may not be arranged through the University's Central Timetabling Office. They are organised locally by the department concerned. This means that they will not appear in your personalised timetable. You will need to contact the department that is running the module in order to find out when these sessions are running, or to sign up to a seminar group.

If you have any issues with your timetable, for example if you think there is something missing or you have a clash, please contact the Liberal Arts office.

Examinations and Assessment

The Assessment System

All students on the Liberal Arts degree at the University of Warwick will be assessed in a range of methods that allow them to demonstrate their academic achievements and showcase their practical accomplishments. Assessment methods are tailored to the learning objectives of each module and include creative, practical and coursework led activities. Detailed information about the assessment methods used across the course can be obtained on the individual web pages for the degree's core modules.

The list below is not an exhaustive list and tutors will regularly revise module assessments to ensure they meet our commitments above.

The main methods used are:

- Assessed Essays which provide the opportunity to display a command of critical analysis and argumentation, as well as an ability to collect and organise evidence. They develop analytic, rhetorical and writing skills. Assessed essays usually require students to undertake independent research that allows them to engage with set titles addressing issues discussed in the relevant modules.

- Oral Presentations offer an opportunity to develop the students' abilities to synthesise information and respond to challenging questions in a concise and audience-friendly manner. They require students to adapt their presentation style to suit a specified audience and to demonstrate crucial communication skills while engaging in intellectual discussion.

- Portfolios and Field Notes allow the researcher and their supervisor to examine the process by which data has been collected and to assess the reliability of the argument presented. We use these methods when we study the first year modules on Research Methods and in designing and implementing the final year project / dissertation.

- Public Presentations provide a unique opportunity to share your ideas to a range of interested audiences, to solicit feedback and to showcase our intellectual potential.

- Creative Assessments allow students to explore how creative projects can incorporate aspects of practice-based research to provide new considerations of critical problems and engage diverse audiences. Creative assessments can take a number of forms, but will always require a formal written component providing an opportunity for critical analysis and reflection.

- Examinations. See below.

Exams

Examinations usually test the students' understanding of factual, historical or conceptual issues, and coverage of the syllabus. Some modules will set written examinations that are conducted under supervised conditions, other modules may set "seen papers" which are distributed in advance of the examination session, other modules may have take-home examinations or tests where a question is released on a specific day/time and you have a limited time window to develop your answer.

Please note that Exams are exempt from the 20-day feedback return policy. In some cases, you may receive your exam results only after they are confirmed by the relevant Exam Board.

See the course pages for information regarding whether your modules require written examinations.

- Mitigating circumstances specific to online exams can be found hereLink opens in a new window. Be reminded that on campus you have access to computers and quiet study spaces to complete your exams. You cannot request an extension for an exam, as exams are timed assessments that need to take place on the same day for the entire cohort. This also means that students cannot self-certify for an exam.

- Ahead of your exams, you will receive relevant guidance from module convenors and instructions from the department about the online platform. For new students, there will be an opportunity to trial the platform in the form of a mock exam, scheduled before your first actual exam, to make sure you are comfortable with the exam format and upload procedure.

- You will have 25 minutes added on top of your stated exam time (e.g. 2 hours) to upload your answer files on to the platform and are expected to start the upload immediately after the examination is over. The upload window is designed to allow students with minor technical issues to be resolved; you should not use this window to continue working on your assessment The upload initiation time is logged in data analytics within the systems and available to departments.

- For exams that can be started at any point within a 24 hour window, please note that if you choose to start your exam outside of normal working hours and require support, you cannot expect to receive an immediate response from either admin or academic staff

Exam dates for your all your modules will be published in the Exams Timetable issued by the University's Exams Office.

You can access a personalised version of the exams timetable which shows all your centrally timetabled examinations via MyWarwick.

If you are unable to sit an exam on a particular date because of religious observance (for example, the Sabbath), you must notify your academic department and Examinations of your preferences by completing the Religious Observance Form Link.

Alternative Exam Arrangements

If you have a disability, learning difficulty, temporary disability, illness or other medical condition that could affect your ability to take examinations, please discuss this with your Personal Tutor and Wellbeing Support Services in the first instance (temporary conditions which would require only short-term arrangements should be referred initially to your Personal Tutor). If appropriate, you may apply for alternative examination arrangements to be put in place to support you in taking your exams. These special arrangements include extra time for dyslexic students, the use of a PC or amanuensis where the ability to write is seriously impaired, individual invigilation to allow for rest breaks or permission to take a particular item(s) into examinations, as agreed in advance.

In order to apply for such arrangements, you must contact Disability Services before their alternative examination deadlines. If you miss these deadlines, the Exams Office will not be able to make the requested special arrangements.

Regulation 10, as supplemented by the Examination and Degree Conventions, sets out the University's rules in relation to examinations. They cover such matters as materials allowed in exams (including dictionaries, calculators, bags, mobile phones) and absence from exams.

Absence from Exams

If you are unable to attend an exam because of medical reasons, you must submit mitigating circumstances via Tabula, including a valid medical note. You must submit this note as soon as possible after the exam and no later than three days after the date of your last exam. The relevant Exam Board will consider your case and may direct you to take the exam in September or in the following Summer. Regulation 12: Absence for Medical Reasons from a University Examination for First Degrees governs this procedure. Please see the Mitigating Circumstances page for further guidance.

Feedback/Feed Forward

Feedback is provided in many forms: via Tabula, notes on the text of essays, comments in seminars, and conversations with module and Personal Tutors are all mechanisms designed to help students develop their knowledge and skills. The department is

committed to student learning and achievement and expects the same commitment from its students.

Written feedback on assessed essays will always include an overall impression of the essay, including comments about the general approach to the question, writing, argument, and visual and textual evidences, and a comment explaining why a particular mark was awarded. Comments will also be provided about the details of the essay, including factual matters or points of analysis, and the use of visual and textual material. Some of these comments may be written on the essay itself. The final points will focus on what students should think about for the next assessment, with suggestions about what they need to change or develop in order to improve their marks.

Feedback on oral presentations will focus on factual accuracy, the coherence of the argument, critical engagement with primary and secondary sources and whether the presentation is articulate and well-expressed (for example, students receive feedback on the fluency of their speech, the tone and energy of their delivery, the extent to which they made eye contact with the audience, the appropriateness of the content of the presentation to the audience, the effectiveness of the visual aids used, etc.)

Feedback on exams will include comments about the general approach to the question, writing, argument, structure, factual matters or points of analysis and suggestions for improvement. Students will have the opportunity to discuss their exam scripts with module tutors following the appropriate exam board.

The Department's Assessment Strategy sets out the Department's approach to feedback, including the content of formal feedback which you can expect on your assessed work. Less formal feedback is an on-going process and occurs in comments made in seminars and workshops and in conversations with tutors and with your Personal Tutor. You are encouraged to recognise and take on board these types of feedback as well any formal written feedback as it can all help you to gain the most from your learning experience at Warwick. For more information on how to make the most of your assessment feedback, you are encouraged to consult the resources available in the Liberal Arts Study Skills and Community Resources Moodle.Link opens in a new window

Assessment Deadlines

The dates and times by which you should submit your work for assessment are given on Tabula. Most assessments in Liberal Arts are due on Mondays before noon (GMT/BST), but some assessments may have different deadlines.

Work should be uploaded to Tabula by the date and time specified on the system and following the online instructions. Please note that since this is an electronic system, it is very accurate, so even if you submit your work only one second after the deadline it still will be marked as late and penalties will be imposed accordingly. Make sure you allow yourself plenty of time to upload your work and try not to leave this until the

deadline day itself. If you encounter any technical problems with uploading your work which mean that you are unable to meet the deadline, these cannot be accepted as a valid reason for late or non-submission and penalties will be imposed accordingly. Work submitted by any other means (e.g. emailed to the Office or a tutor) will not be accepted.

Please note that other departments may have other procedures for assessment hand-in, including requiring hardcopies of essays as well as electronic submission. It is your responsibility to check the procedures for handing in essays with other departments. There is further guidance in the Partner Departments section.

Submission Cut Off

All assessments have:

- a published submission deadline, and
- a submission cut-off date, after which work will no longer normally be accepted

The submission cut-off provides a clear endpoint to the assessment process and supports timely marking, feedback, and Exam Board decisions.

Once the submission cut-off has passed:

- Submissions will not normally be accepted

In exceptional cases, we may accept a submission after the cut-off in line with local processes and with appropriate academic oversight.

Students are responsible for:

- Submitting work by the published deadline wherever possible.
- Being aware of the submission cut-off date for their assessment.
- Engaging with departmental support (e.g. personal tutor; senior tutor) if they are experiencing difficulties that may affect submission.

Wrong File Submission

Submitting the correct file

You are responsible for making sure that the correct file is submitted for your assessment.

Before the deadline, you should:

- Upload the correct file.
- Check that your submission has been successful.
- Make sure your file is correct and can be opened.
- It is best practice to download the submission receipt from Tabula (or take a screenshot of the post-submission page on other platforms like Moodle). You

should also always download and double check that the file you have uploaded is the correct assignment and follows submission instructions, where relevant.
- For some assessments, you may need to share a link to your assignment (rather than uploading the file directly). In such cases, double check that the relevant tutors have been given download rights for the file.

If you submit the wrong file

Before the deadline:

- You can replace your file without penalty.

After the deadline:

- You must contact your department as soon as possible.

If your department allows you to submit the correct file:

- Your submission will be treated as late. Late penalties will apply from the original deadline until the correct file is submitted, unless these are waived through approved mitigating circumstances.

Important

Work that has been submitted will normally be marked as submitted.

Staff are not expected to identify incorrect file submissions.

If you do not report an issue, your submitted file will be marked as it stands.

Extensions to Deadlines

Extensions on eligible coursework assignments in Liberal Arts are managed via Tabula.

Two types of extensions are available: self-certifications and extensions with evidence.

Self-certifications

- are designed to provide flexibility for short-term, unforeseen circumstances
- can be used twice each academic year
- extend the submission date for all eligible assessments by 5 working days
- do not require supporting evidence

- are available from 5 days before the assignment due date, until the assignment is due
- cannot be applied after the due date has passed
- cannot be used in conjunction with any other extension

The University's self-certification policy is available here.

Extensions with evidence

- are designed to provide support for students with reasonable adjustments, or who are affected by circumstances beyond their control
- cannot be applied after the due date has passed
- require supporting evidence or Reasonable Adjustments (RAs) that include flexible submission dates
- are subject to approval by the department running the module – guidance on extension policies in external departments can be found in their student handbooks

If your extension request is not approved, or cannot be approved in time, eligible assignments may be extended by self-certification instead.

Extensions with evidence on modules in Liberal Arts, Global Sustainable Development, and Design Studies:

- must be requested **at least 3 working days before** the assignment is due (weekends, bank holidays, and University closure days do not count as working days) – this is to ensure that the request can be reviewed and processed in time
- are subject to approval, based on the grounds for the request and the evidence provided – please see guidance below for further information
- if approved, will be for 7 days as standard – extensions up to 14 days may be granted in more severe circumstances, as approved by the School Senior Tutor

Students with reasonable adjustments (RAs) that include flexible submission dates:

- do not need to provide additional supporting evidence
- should state "reasonable adjustments" as the reason for request
- can request either 7 or 14 days extension as needed

Grounds for extension requests:

Generally accepted grounds:	Generally not accepted grounds:
• Reasonable Adjustments (RAs) that include flexible submission dates • mental / physical health issues that would reasonably impact studies • severe family illness or bereavement • religious observances • victim of crime • caring responsibilities • jury duty • severe unforeseen housing issues (eviction, property damage, etc.) • required attendance at University event / activity (conference, etc.)	• minor illness (e.g., colds, headaches, etc.) or injury • minor family illness • computer / Wi-Fi issues / loss of work (unless due to University system failure) • foreseeable family events - weddings, graduations, etc. • multiple assessments due at same time • examinations overlapping with coursework assignments • job / internship commitments • Society commitments • being away from campus during term time

Supporting evidence guidance:

- evidence should be from an independent, professional, third party wherever possible
- students with reasonable adjustments (RAs) that include flexible submission dates do not need to provide additional evidence in support of the extension request
- there is no expectation for death certificates or family medical records to be provided as evidence
- if you are concerned about providing evidence, please speak to your personal tutor – they will be very happy to help

Generally accepted evidence:	Generally not accepted evidence:
• Reasonable Adjustments (RAs) that include flexible submission dates • note from medical professional (GP, counsellor, psychologist, etc.) • hospital or medical records / letter of referral	• evidence from family member / friend • photographs of injuries / illness • photographs of computer damage • screenshots of computer / Wi-Fi issues (unless University system failure) • travel information / tickets

• evidence of engagement with Wellbeing • email from SU Support / personal tutor • email / letter from official body (police, University, council, etc.) • copy of funeral service showing date • copy of prescription showing date	• NHS 111 calls • location sharing / GPS data • screenshots of GP appointments

Extensions with Evidence on modules outside of Liberal Arts,, Global Sustainable Development, and Design Studies:

Extension requests on external modules are managed by the department running the module. Guidance on how to request extensions is provided in the corresponding undergraduate handbook. If you have any questions about extension processes in external departments, please contact the department's undergraduate office.

Please note that mitigating circumstances is a separate process to extensions, and that extensions cannot be granted through the mitigating circumstances process.

Style and Presentation Guidelines

All written work should be prepared using a computer. Computers for students' use are available in the work areas in the Library and the Learning Grid. Handwritten work is not acceptable. If you have to include equations or draw diagrams, you should do this using appropriate computer software in order to enhance your skills rather than hand drawing and scanning in such content. Seek help from the IT Services Department if you are not sure what software to use.

- Use a legible font that is 12 point type.
- Use 1.5 or double line spacing.
- Put your Student ID number on the header of each page of your work.
- Add page numbers in the footer.
- For more information on style and presentation guidelines and for additional writing support, see the Liberal Arts Study Skills and Community Resources Moodle Page.

Do not include your name on the essay. The University operates a system of anonymous marking which would be invalidated if you put your name on your work!

The Liberal Arts department uses the Chicago Manual Of Style for referencing. You should ensure that you understand whether your tutor requires Notes-Bibliography or Author-Date for assessments. You can find more information on Chicago style in the Chicago Manual of StyleLink opens in a new window, 17th Edition. Kate Turabian's A Manual for Writers, 9th edition is also a useful resource. You may also wish to use the

departmental Referencing Guidelines and Quick Guide (though these are only partial examples of Chicago style).

Please make sure that you are aware of the rules regarding submission of work to your pathway subject department. Different departments may use different referencing styles. Some departments require you to submit work in a hard copy format as well as electronically and they may have conventions for the naming for files etc. which you must use. Make sure you know what they are and, if you don't, ask the Liberal Arts Director of Student Experience to help you. In addition the penalties for under/over length work vary between departments, so take the time to find out what these are.

All assignments must be submitted in pdf or .doc/x format, unless your tutor has clearly stated otherwise. Please do not submit using Pages. Pages files are not compatible with Tabula and we cannot mark them.

Word Count

A maximum word count will be stated for each piece of assessed work. The word count includes quotations and excludes footnotes, endnotes and the bibliography. Markers typically allow a discretionary 10% shortfall or extension on the maximum word length stipulated, but this may vary for some assessments. If your work is excessive in length and the number of words is above the limit plus 10%, markers will not read it. Work that is too long or too short is also very likely to receive significantly lower marks, as it will fail to demonstrate good organizational practices (and may be unable to appropriately address the assessment's purpose).

The penalties for under/over length work vary between departments, so take the time to find out what the penalties are in your pathway department as these may be different to those stated above. There is further information in the Pathways Departments section.

Assessment Strategy

Why Assess?

Our assessment strategy for the Liberal Arts degree courses aligns with the university's overarching assessment strategy which can be found on the Education Policy and Quality team's webpages.

On the Liberal Arts degree we use a range of assessments to:

- engage students and staff in the learning process
- facilitate the dialogue between teacher and learner
- enable students to demonstrate the outcomes of learning
- award or withhold qualifications/credit

- measure student performance
- prepare our students for graduate employment and/or further study
- demonstrate the students' preparedness for employment and/or further study.

Guiding Principles

Assessment is designed to be:

- relevant
- reliable
- valid
- equitable
- timely
- manageable

Commitments

The Department is committed to:

- the active engagement of students in their own learning: feedback as a partnership;
- supporting and facilitating assessment activities which can best improve student learning;
- recognising the key role of feedback, and feed forward, in students' learning;
- developing innovative assessment methods which are linked to module and course-level learning outcomes;
- ensuring that students receive timely, meaningful feedback that helps them progress their learning;
- engaging with a wide range of employers and professional bodies to ensure that our assessments develop the skills and knowledge valued and required by potential employers.

Marking Criteria

Marking

We use the university's marking scale as explained below and on this page.

Module specific marking criteria, published on Moodle, supplement this scheme. If you are unsure about task-specific criteria, please ask the module leader.

All assessed work which counts towards the degree is marked anonymously.

We typically use a system of sample moderation whereby the first marker offers detailed feedback on individual pieces of assessment; the moderator receives the entire run of scripts and moderates the marks awarded (in other words, the role of the moderator is to ensure consistency in the awarding of marks). If you have questions about your mark, please speak with the module leader or Director of Undergraduate Studies. However, please bear in mind that academic judgement is paramount in the marking process, and marks cannot be changed. If there are mitigating circumstances that have impacted your performance, please speak with your Personal Tutor.

The assessment process and the marks awarded are scrutinised by external examiners at the final year exam board.

Your work will be marked using the University's 20 point mark scale. This scale has 20 mark (or grade) points on it; each of which falls into one of the five classes of performance which correspond to the overall degree classification.

Marking ranges and classes:

Mark Range	Class Performance
70 - 100	First Class
60 - 69	Second Class, Upper Division (also referred to as 'Upper Second' or '2.1')
50 - 59	Second Class, Lower Division (also referred as 'Lower Second' or '2.2')
40 - 49	Third Class
0 - 39	Fail

The University has generic descriptors for work that is given a mark which falls within the range(s) of marks in each class. So, there is a description for work in the Upper Second class range, another for work in the Lower Second class range etc. The mark that each piece of your work will be given is dependent upon the extent to which the work satisfies the elements in the generic descriptors.

The Liberal Arts programme provides a more specific interpretation of the 20 point scale for our students (see below), but individual modules will have a range of assessments that may have specific requirements as well. Your lecturers should provide you with an opportunity to discuss the criteria used to mark assessments in that particular module.

For the purposes of the 20 point mark scale, each of the five classes is further subdivided into the positions shown in the following table (high 2.1, mid 2.1 etc). One of the 20 mark points is assigned to each of the subdivisions.

The person marking your work will consider your work alongside the generic criteria to decide which class of performance the work falls into. The marker will then determine the extent to which your work meets the criteria in order to arrive at a judgment about the position (high, mid, low) within the class. The work will be awarded the mark assigned to the relevant position in the class.

First Class

Class	Mark on 20 point scale	Generic University Descriptor	Liberal Arts Descriptor
Excellent First	100	Work of original and exceptional quality which in the examiners' judgement merits special recognition by the award of the highest possible mark.	Work of very high and exceptional quality that demonstrates excellent knowledge and interpretation of a well-defined problem. Work will provide a clearly-defined methodology that draws together multiple disciplinary areas to strong effect. At higher levels, work in this category may build on current
	94	Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. At final-year level: work may achieve or be close to publishable standard.	
High First	88	Very high quality work demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.	

			scholarship to provide original methodological approaches and interpretations of materials. Work will demonstrate excellent organization, argumentation, presentation, and relevant skills. Work in this category will draw on a wide range of sources to strong effect.
Upper Mid First	82		
Lower Mid First	78		
Low First	74		

Second Class Upper Division (2.1)

Class	Mark on 20 point scale	Generic University Descriptor	Liberal Arts Descriptor
High 2.1	68	High quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy,	High quality work that demonstrates close, convincing, and productive engagement with a range of critical methods and sources. Work at this level will show good understanding of the ways in which critical tools can be used to
Mid 2.1	65		

Low 2.1	62	relevance, presentation and appropriate skills.	analyze a well-framed question. The work should be clearly structured, well-presented, accurate, and should draw on a range of relevant sources.

Second Class Lower Division (2.2)

Class	Mark on 20 point scale	Generic University Descriptor	Liberal Arts Descriptor
High 2.2	58	Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation and appropriate skills.	Work in this category should provide evidence of critical thinking and methodological selection, coupled with competent presentation of accurate information. It may not make full or convincing use of a range of sources or methods, or it may be over-reliant on a single method or source.
Mid 2.2	55		
Low 2.2	52		

Third Class

Class	Mark on 20 point scale	Generic University Descriptor	Liberal Arts Descriptor
High Third	48	Work of limited quality, demonstrating	Work in this class may demonstrate relevant knowledge and understanding of material and critical concepts, but may not demonstrate

Mid Third	45	some relevant knowledge and understanding.	evidence of sustained analytical thought. It may be heavily reliant on descriptions or summaries of previous work or concepts. It may struggle to articulate a clear argument or critical position, or may rely on opinion and anecdote rather than compelling evidence.
Low Third	42		

Fail Class

Class	Mark on 20 point scale	Generic University Descriptor	Liberal Arts Descriptor
High Fail (sub honours)	38	Work does not meet standards required for the appropriate stage of an Honours degree. Evidence of study and demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to significant omissions and errors.	Work in this category has not satisfactorily demonstrated sufficient knowledge and understanding to pass, but will have shown clear signals that there is room for growth. This should be evidenced by the presence of some accurate and relevant knowledge of critical positions and/or content, but it may fail to present these as part of a coherent argument. It may misunderstand or misuse sources (or miss them out entirely). Work in this category may be poorly organized.
Fail	32	Work is significantly below the standard required for the appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.	Work demonstrates a significant lack of understanding or knowledge relevant to the assessment or module. There should be some evidence of effort, which may include an effort to present an argument, detail sources, or engage with relevant concepts. There may be serious and sustained errors,

			misunderstandings, or omissions; there may also be a lack of organization that significantly impedes the ability of the work to communicate its ideas.
	25	Poor quality work well below the standards required for the appropriate stage of an Honours degree	
Low Fail	12		
Fail	0	Work of no merit OR Absent, work not submitted, penalty in some misconduct cases.	

If a module has more than one 'unit' (or piece) of assessment, (e.g. the assessment comprises two assessed essays), the mark for each unit is determined using the 20 point mark scale and then the marks are averaged, taking account of the units' respective weightings, in order to produce the module result. This is expressed as a percentage (and therefore may be any number up to 100 and so is not limited to one of the 20 marks on the scale).

All coursework assignments worth more than 3 CATS (20% of a 15-CAT Module, or 10% of a 30-CAT Module) are sample moderated. This means that the marker will choose 10% or 5 submissions (at random across class marks) of the essays they have marked to be passed to a moderator.

All exams are moderated. This means every exam will have two members of academic staff looking at your exam and agreeing a mark. More information on the University's moderation policy is available hereLink opens in a new window.

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

Late penalties

Students are expected to submit assessed work by the published deadline. Work submitted after the deadline is classified as late, unless an extension is in place. Late penalties apply automatically, unless an approved mitigation decision permits them to be waived.

Standard Late Penalty

Unless a self-certification or formal extension has been applied in advance of the deadline:

- A penalty of 5 marks per UK working day will be applied.
- Penalties are applied in 24-hour periods from the published submission deadline.

This means:

- A submission up to 24 hours late will receive a 5-mark deduction
- A submission more than 24 hours late (e.g. 24 hours and 1 second) will receive a 10-mark deduction

Time submitted after deadline	**Penalty applied**
Up to 24 hours late	5 marks deducted
More than 24 hours, up to 48 hours late	10 marks deducted
More than 48 hours, up to 72 hours late	15 marks deducted
More than 72 hours late	Continued deduction of 5 marks per additional 24-hour period

Mitigating Circumstances

Late penalties may only be waived through an approved Mitigating Circumstances application.

Please see the Mitigating Circumstances Policy:
https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/

Other considerations

Technical problems (including upload failures, incorrect file submissions, or IT issues) are not accepted as valid reasons for late submission.

Students are responsible for allowing sufficient time to submit their work and for checking that submission has been successful.

Practical advice: It is best practice to download the submission receipt from Tabula (or take a screenshot of the post-submission page on other platforms like Moodle). You should also always download and double check that the file you have uploaded is the correct assignment and follows submission instructions, where relevant.

Academic Integrity Policy

The University of Warwick has a policy for the identification, investigation, and management of academic integrity in work submitted by students. This section briefly introduces the policy and the rationale for its key features, in addition to outlining the process which is followed where academic malpractice may be suspected.

Academic integrity refers to the need for students to acknowledge in their work where they have used the ideas of others. If you use sources such as books, articles and other scholarly writings to produce your work, you must state that you have done this and provide the details of exactly what you have used. Copying the ideas of others, without saying that you have done so is poor practice; if you have done so with the intent to deceive, it is considered 'malpractice' and carries more serious consequences. Equally, passing off someone else's work as your own is wrong. Both of these practices can be constituted as plagiarism which is a form of cheating. There are severe penalties for cheating in University assessments which include receiving a mark of 0 (zero) for work without an opportunity to re-submit it.

University guidance for Plagiarism and Proofreading is available online. Please also note the Proofreading Policy.

To help you to understand and avoid plagiarism, students in the Liberal Arts department are recommended to complete the University's online tutorial on avoiding plagiarism. It will teach you the difference between honest practice and plagiarism and the consequences of deliberate plagiarism or unintended plagiarism. It will also teach you the correct ways to reference different kinds of sources in your own writing so that you can avoid allegations of plagiarism. You will also have opportunities to practice and discuss referencing skills throughout your modules.

The Department uses plagiarism detection software called Turnitin to check each piece of assessed work for evidence of plagiarism. If you are suspected of committing plagiarism, the matter will be referred to the Academic Integrity Committee, which will review the work and require you to meet with them to discuss the allegation. If the Academic Integrity Committee considers that you are guilty of bad academic practice, they may award a mark of 0 (zero) for the work. You may or may not have an opportunity to re-submit the work.

Why is Academic Integrity important?

A failure to uphold standards of academic integrity is not simply a case of "it's wrong, so don't do it". While there is an ethical argument that academic malpractice is 'not

fair' and therefore students who engage in such practices should be considered from a disciplinary perspective, there are parallel, far more pedagogically grounded, reasons for ensuring academic integrity is upheld.

When assessments are designed, they are done in such a way that they require students to meet, or demonstrate that they have met, particular learning objectives. When students engage in malpractice, or, more generally, fail to meet the expected standards of academic practice, this generally implies that they will fail to demonstrate that they have met the required learning objectives associated with a particular assessment. This is important because we design assessments with students in mind, for your benefit—not completing assignments in the way in which they were intended impacts on your learning, which may have consequences as you continue your education (and beyond).

Policy Summary

Should your work fail to uphold expected standards of academic practice, the marker will categorise it as either poor academic practice or academic misconduct.

Poor academic practice is the failure to meet standards without any evidence to suggest that the work was submitted with an intention to deceive or gain unfair advantage.

Academic misconduct is the failure to meet standards where the Marker/Chair and Panel feels there is evidence to indicate that there has been an intentional attempt to deceive the marker.

If your work is judged to be a minor or major instance of poor academic practice this will be recorded and dealt with in the usual course of marking. You will receive feedback which states clearly why it did not meet the expected standards of academic practice, and informs you that the work did not achieve as high a mark that it might potentially have achieved had best-practice been followed. A compulsory meeting will be arranged for you with a member of the academic staff such that any issues can be discussed and training needs identified.

If your work is judged to be a minor or major instance of academic misconduct you will be required to meet with the School's Academic Integrity Panel. The outcome will depend on the decision of the Panel. Please see the policy for details of possible outcomes.

How does the School decide if an assessment has issues?

The School employs a number of approaches to determine whether submitted work has issues with Academic Integrity. While this includes the use of Turnitin plagiarism checking software, markers will also use their experience of marking academic writing to judge whether the work you submit exhibits problematic elements consistent with

other types of misconduct, including commissioning (purchasing work from essay banks or other sources).

Rough Drafts

In some cases, particularly in the case of longer pieces of work (i.e. dissertation projects, etc..), an academic supervisor may offer (at their discretion) to read a sample of the student's work and provide informal formative feedback to the student in a supervisory meeting or via written comments. In line with the professional conduct standards expected of staff, and the University's proofreading policy, the Liberal Arts department has a policy where supervisors may read no more than 10% of a piece of work to provide feedback (e.g. If your dissertation is 10,000 words, your supervisor can read and comment on a maximum of 1,000 words). Full rough drafts or drafts exceeding this 10% limit will not be accepted for informal formative feedback.

Self-plagiarism

Please note that you are not permitted to submit work multiple times (either in the same or different modules) if the work is materially or substantially the same (e.g. if you use the same central argument, many of the same sources or pieces of evidence, or language). If a tutor suspects that work has been submitted multiple times, an Academic Malpractice Practice will be convened to consider the case and may award penalties accordingly. This might include mark penalties, overall marks of 0 (zero), or referral to University disciplinary practices.

Ethical Approval for Research

One of the great opportunities that your undergraduate course in Liberal Arts offers you is the chance to conduct your own research with human participants and for this work to form part of your assessment. This research could be in person, online, or both, and there are many different methods to choose from. Whichever methods you use they must adhere to the University's Ethical Conduct of Research. The Code provides guiding principles and standards of good practice in research across all subject disciplines and fields of study in the University and applies to all those undertaking research, including staff and students.

The Code requires researchers to apply for and obtain ethical approval for any research activities involving human or animal participants. This process is designed to:

- Protect the rights, safety, dignity and well-being of your research participants
- Safeguard you the researcher(s) conducting the study
- Ensure that your research activities do not cause damage to your institution.

- Promote integrity, reliability and accuracy in your research, such that its credibility and its potential benefit to participants, science and society are maximised.

The School for Cross-faculty Studies has its own ethical approval process. Before beginning your application, you must have completed the School's online training on Moodle, reviewed, engaged with and understood all materials, and thoroughly discussed your project with your supervisor/module convenor. When in doubt, ask your module tutor/supervisor!

Training

All Liberal Arts students are required to undertake training in research integrity via an online Moodle course specifically designed for the School for Cross-Faculty Studies. This explains the importance of adopting an ethical approach to research and outlines the factors to be considered when planning research. Once you successfully complete the course you will obtain a certificate confirming that you have completed the training. This certificate must be attached to your submission for ethical approval for your own research.

Approval

The School for Cross-Faculty Studies has a combined ethical approval process.

Before beginning your application, have a detailed discussion with your module tutor or dissertation supervisor about what you are hoping to do and confirm that it requires ethical approval. It is the student's responsibility to access the Moodle space, engage, understand and make use of the resources.

You then complete the Research Ethics Application Form together: Sections A to F are completed by you, and Section F5 is your electronic signature. Your supervisor reviews the form and its supporting documentation, and if they approve it, they add their own electronic signature in Section G. An application missing either signature cannot be reviewed and will be returned to you unread, so build in enough time for a proper review before your supervisor signs.

Once both signatures are in place, merge the form and all supporting documents into a single PDF and submit it via the Central Ethical Approval Moodle space. Your submission will be assigned to a member of the Ethics Committee for review, who will consider your proposal and decide on your application (i.e. grant approval, or request further revisions). Once you have addressed the issues raised, you can resubmit for a further review.

Why do I need to get ethics approval before I begin my research?

Conducting research with human participants without prior ethical approval constitutes academic malpractice. If you are suspected of conducting research involving human participants without having obtained proper ethical approval, or if you have conducted the research in a way that is not in line with the methods for which approval was obtained, the matter will be referred to the School's Ethics Committee which will review your case and if necessary ask you to attend an Ethical Practice Panel. For research conducted without prior approval, the Panel will award a mark of 0 (zero). For work that did not adhere to the methods described in the ethics approval request, the Panel may award a mark of zero or a lesser penalty depending on the case. In some situations, you will not have an opportunity to re-submit the work.

How long does it take to get ethics approval?

The Ethics Officer monitoring the resource account assigns new applications to members of the Ethics Committee on a weekly basis during term time. Once assigned, the person reviewing will aim to send feedback within 10 working days. The reviewer may request that you further clarify certain points before approval can be granted. If you need to make any amendments to your form, you should allow at least another week to make any changes to obtain clearance to begin your fieldwork.

Are there any deadlines for submitting?

Applications are received on a rolling basis, but you need to bear in mind that getting approval can take 4-6 weeks. If you are planning to conduct research for your dissertation it is therefore critical that you discuss your Ethics Application Form with your tutor/supervisor early in Term 1 to ensure that you have time to conduct your research in a realistic timeframe.
The very latest that you can submit your Ethics Application for your undergraduate dissertation is the end of January in Term 2 to assure that you get clearance in time to conduct your fieldwork.

The School's Ethics Committee is chaired by Dr Martin Lima for the 2026/27 academic year.

Generative Artificial Intelligence and Academic Misconduct

In Liberal Arts, you must NOT use generative AI (e.g., ChatGPT) to create content for your assignments unless explicitly instructed to do so in writing by your tutor/module convenor.

It is our departmental policy that AI tools should NOT be used to:

Replace learning. We should all value our stream of consciousness and being sentient!
Gain an unfair advantage. This is academic misconduct.

Create content which is presented as your own work. This is plagiarism.
Synthesise information. You will not be able to demonstrate your work and thinking, as opposed to that which is artificially generated.

Rewrite work or translate your own drafted text in any language. This is prohibited by the University's Proofreading Policy.

What is AI?

Artificial Intelligence (AI), particularly AI-based generative language tools such as ChatGPT has gained a great deal of attention recently. The University recognises that AI can be a useful tool in some circumstances. This guidance will help you to understand when it is appropriate (or not) to use AI.

You should note that AI-based generative language tools (e.g., ChatGPT, and other Large Language Models (LLMs)), are different from non-generative tools. Generative AI tools are trained to produce a human-like response from pre-existing large data sets (e.g., websites, journals, textbooks, etc.), by responding to requests to generate an outcome which may often sound authoritative, but is not necessarily correct and may even invent references that do not exist.

As a rule, in Liberal Arts, the use of generative AI when preparing assignments is not permitted unless indicated otherwise on the assessment guidance in writing by the instructor. This includes using AI to generate a suggested structure for your assessment.

Can I use spellcheck or referencing software?

You may use non-generative tools, such as a spell-checker or basic grammar-checker in your Liberal Arts assignments. Proofing tools, such as spell-checkers or basic grammar-checkers, and reference managers, such as Zotero, have been used for many years and you may use them in your assignments. Microsoft Word telling you that you have misspelled a word or using Zotero to generate your citations is not going to lead to accusations that you have used AI tools inappropriately!

That said, remember that these tools are not foolproof, and may not understand the finer points of certain aspects of grammar or syntax, or may list references incorrectly (i.e. Zotero will not understand that Dante did not have a co-author). You should always manually check anything that these tools provide, as you will be the one responsible for the assessment.

We advise against uploading your entire assessment text into free online grammar checking websites, as there have been issues in the past with these pages selling uploaded essays.

Can I use translation software?

ANN (Artificial Neural Networks) are also used for advanced translation software (e.g. DeepL). Translating source material is permitted (if properly referenced – for example if you need to consult an article in German for your project but do not speak or read German, using a translation model may be helpful in your research). However, using AI to rewrite or translate text that you have drafted in English or any other language is NOT permitted, as this is prohibited by the University's Proofreading Policy. One of the important learning outcomes of most written assessments is for you to develop your own unique 'academic voice.'

What are the consequences of misusing generative AI?

The most important thing to remember is that you must be able to demonstrate intellectual ownership of your work. AI should NOT be used to create content which is presented as your own work – this is plagiarism.

The inappropriate use of AI technology may constitute a breach of University policy, such as the Proofreading Policy or Regulation 11 (Academic Integrity). If you breach these policies, it may have significant consequences for your studies.

If a marker is unsure whether a work is your own, you may be called to an Academic Conduct Panel where you will be required to demonstrate to the panel that you are the author and intellectual owner of the work you submitted.

A failure to disclose the use of AI or translation software, providing a misleading description of its use, or indeed outright deception may have significant consequences for your studies and may be prejudicial in any later Academic Misconduct investigations should they arise.

The Liberal Arts department's current position is that the use of AI is not permitted in the production of assessments of any kind, unless otherwise specified in writing by the instructor. In these cases, it MUST always be used in a responsible and open manner, and your work MUST clearly state which AI was used, why it was used, what input was used, and where in your submission any output appears. You MUST be able to demonstrate intellectual ownership of the work.

If you have further questions, please get in touch with your Personal Tutor, the Director of Student Experience, or the Director of Undergraduate Studies.

Mitigating Circumstances Overview

If circumstances beyond your control have prevented you from submitting an assessment on time, you may wish to apply for mitigating circumstances (MCs). It is important that you always tell your Personal Tutor of any mitigating circumstances or reasonable adjustment needs as early as possible to ensure that appropriate support is put in place. You should also speak with your Personal Tutor to ensure that you understand the differences between Mitigating Circumstances, Reasonable Adjustments, Specific Extensions, and Self-Certifications which are distinct processes and policies.

If you wish to ask for an extension for a piece of assessed work in advance of the deadline, please familiarise yourself with the Liberal Arts extensions policy and use the extension request facility on TABULA. Please note that extension requests must be made at least three working days in advance of the deadline.

Mitigating Circumstances are exceptional unforeseen short term circumstances that are outside of your control and might have a detrimental effect on your studies. By submitting a Mitigating Circumstances claim, you are asking for these circumstances to be taken into account when decisions are made about your progression on your course or the classification of award made at the end of the course.

You can submit mitigation via your personal Tabula page.

You may use this facility to make the Liberal Arts team aware of any mitigating circumstances which you believe may have adversely affected your performance either during the year or in the examinations.

As per §3.6.2 of the University's Mitigating Circumstances policy, all Mitigating Circumstances claims must be filed within twenty working days of the assessment deadline (also known as the "marking window"). If an assessment is not submitted and no Mitigating Circumstances claim is filed within this period, it will receive a mark of 0 for non-submission. Please note that claims submitted after this date will not be accepted after the deadline unless there are exceptional reasons (e.g. you were physically unable to submit a claim within this time).

Before submitting your claim, please read the University Mitigating Circumstances Student Guidance.

Information provided by you as part of your claim is sensitive and will be treated confidentially; in line with the General Data Protection Regulation (GDPR).

Your claim will be considered by the Liberal Arts Mitigating Circumstances Panel which will make a recommendation to the relevant Board of Examiners about your case.

Mitigating Circumstances Panel

The panel meets regularly throughout the academic year to consider all mitigating circumstances. Please note: the outcome of a mitigating circumstances panel may not be communicated directly to students. The panel can only make recommendations that will then be considered by the relevant examination board.

The Mitigating Circumstances panel includes:

Dr. Kim Lockwood Clough (Senior Tutor and Panel Chair)
Dr William Rupp (Head of Liberal Arts)
Dr Lauren Bird (Director of Undergraduate Studies and Exam Secretary)
Ms. Kelsey Thomas (Secretary to the Mitigating Circumstances Panel)

Guidelines for Mitigating Circumstances

Mitigating Circumstances: Advice for Students

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

Definition

Mitigating circumstances are defined as per §2.1 of the University's Mitigating Circumstances policy. In brief, these are:

- Significant personal difficulties that have a negative impact on your ability to study for or complete academic assessments, including examinations. They must be acute, severe, exceptional, and outside your control.
- Circumstances eligible for mitigating circumstances will usually be unforeseen and will not be possible to cover via reasonable adjustments.
- These may occur at any point in the academic year and can affect any form of assessment including coursework, continuous assessment, class tests and examinations, but usually appear immediately before or during an assessment period and normally within twenty working days of the relevant assessment event or deadline.
- For example, these might be:

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

In general terms, mitigating circumstances must be:

- acute (something that happens at a particular time rather than a long-term condition)
- severe (they have more than a minor impact on you);
- exceptional / unexpected (you must have had no prior knowledge of the event);
- unpreventable (there was 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);
- corroborated (they must be independently verifiable and the evidence must meet the University requirements as per §3.3 of the Mitigating Circumstances policy; see "Evidence" below for information on what is considered acceptable evidence).

NOTE: Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available that can put in place reasonable adjustments for specific learning requirements and examinations. In order to discuss reasonable adjustments, you should speak to your Personal Tutor and/or to the Liberal Arts Adjustment and Disability Officer (Dr. Gavin Schwartz-Leeper).

Nevertheless, the timing of the diagnosis, inability to provide recommended reasonable adjustments, or a marked deterioration or acute flare up of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

Circumstances that are within your control (e.g. misreading an exam timetable, uploading an incorrect/blank file, student-side IT issues, unreadable scan quality, corrupted files, etc…) are normally not eligible for consideration.

In all cases, you should speak with your Personal Tutor as soon as possible to ensure that the correct support is put in place.

As per §2.2 of the University's updated Mitigating Circumstances policy;

Full-time students are expected and required to be in the vicinity of the University of Warwick, or their normal study location if different, for the duration of the academic year (including the full duration of Term 3). Consequently, mitigating circumstances claims related to being in a different location without cause will not be accepted.

Circumstances that cause an absence from the University of the Warwick will be eligible where they meet the definition of mitigating circumstances and evidence requirements. Students experiencing circumstances that may lead to an absence should contact their home department to discuss implications and support options wherever possible before leaving.

Examples of circumstances caused by absence that would not be eligible without authorisation of the home department include inability to accept provision of university support or equipment (e.g. scribe, loan laptop, access to small group teaching), participation in online examinations from a different time-zone, lack of a reliable power or internet connection, etc....

The university provides support and equipment to help students (including computer labs, loan laptops, etc...). Students are strongly advised to submit assessments in advance of the deadline and to have a fall back plan (including using the University's computer labs and provision of short-term loan laptops) in case of any IT issues surrounding submission. Student-side IT problems are not eligible for Mitigating Circumstances.

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. Additionally, you may wish to consult staff outside your department for extra support and guidance, e.g. Wellbeing Support Services or one of the advisors at the Students' Union Advice Centre. Even if your circumstance is not eligible for consideration it may nevertheless be something for which you should seek support.

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

Confidentiality

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

Reporting of Mitigating Circumstances

While it is acknowledged that you may be reluctant or not comfortable disclosing relevant information pertaining to private or sensitive issues or mental or physical health difficulties which are impacting on your academic progression, this cannot be used as an excuse not to do so. We are unable to consider circumstances that are not disclosed via the Mitigating Circumstances process within the relevant deadline. To ensure fairness to all students, it is your responsibility to fully disclose all relevant mitigating circumstances within twenty working days of the relevant assessment deadline or by the annual deadline for the academic year (if earlier). Once marks have been officially released, 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.

Deadlines

Mitigating Circumstances must be submitted to the Liberal Arts Department using the Mitigating Circumstances Tabula portal within twenty working days of the relevant assessment deadline or by 30th May 2025 at 12 noon, whichever is earlier.

What if I miss the deadline?

Mitigating circumstances not submitted by the relevant deadline (e.g. twenty working days after an assessment deadline) cannot be considered by the Mitigating Circumstances panel and may only be considered by an Academic Appeals Committee as part of an academic appeal, please see Regulation 42.

An Academic Appeals Committee will only consider mitigating circumstances reported outside the deadlines if there is an exceptional reason why the submission was not presented at the correct time. The reason must be evidenced by independent supporting documentation highlighting why it wasn't presented before the deadline. Academic Appeals Committees often take place after the start of the next academic year which means if successful, a student may have to take a year out before re-joining their course or taking resit exams or assessments.

Submission of Information

- You should normally discuss your mitigating circumstances with your Personal Tutor before submission (this allows you to be signposted to relevant University support services).
- You must fill out the mitigating circumstances form on Tabula AND ATTACH your independent evidence. If you do not yet have evidence, you can also indicate this, but should make every effort to source independent evidence from a qualified professional as soon as possible.
- As per §3.3 of the University's Mitigating Circumstances policy, supporting Mitigating Circumstances claims must be from an independent and qualified third party. It must confirm the existence of the Mitigating Circumstances and state how the reported circumstances have impacted on your ability to study and/or complete assessments to the best of your availability. Prescriptions for medication will not be accepted as evidence unless accompanied by a signed letter from your GP indicating how your ability to study has been impacted.
- Evidence must be legible and in English. Evidence obtained in another language should normally be accompanied by a certified translation (at your expense). If you have evidence but are unable to provide a translation within the deadline, you should contact your Personal Tutor as soon as possible to discuss the situation.
- The burden of providing evidence rests with you. The department will not make enquiries to obtain evidence on your behalf.
- For more information on acceptable evidence, see the section immediately below entitled "Evidence for Mitigating Circumstances"

Please note: Mitigating Circumstances claims are always made to your home department (in this case, Liberal Arts), while extension requests for individual pieces of work are made to the department teaching the module. Extension policies may vary across departments/Schools in the university.

What Happens After Submission of a Claim on Tabula?

Your evidence will be examined and impact of the mitigating circumstances will be graded (rejected, weak, moderate, severe) in confidence by a Mitigating Circumstance Panel (MCP) in your Department, after the annual deadline for submission and before

the Board of Examiners' meeting. The panel will make recommendations based upon the type, timing, severity, and robustness of evidence provided. The MCP may typically include the Senior Tutor, the Director of Undergraduate Studies, the Head of Department, the Chair of the Board of Examiners, the Secretary to the MCP, and/or the Director of Student Experience. Individual Departments must publish the membership of their MCP's in the Student Handbook and their membership may be different if appropriate. The Board of Examiners will be notified of the decision but NOT of your mitigating circumstances to ensure confidentiality.

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.

Possible Outcomes at an Exam Board

The MCP will take into account and reflect relevant factors such as your mode of study, or mode of assessment and the decision will only be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed for assessed work or examinations. Depending upon the severity of the circumstances 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.
- As per the University's "right to remedy failure" policy, you may be allowed a further re-sit (examination)/re-submit (assessed work) opportunity if you fail the module. 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. There is no opportunity to remedy failure for individual components, unless these are necessary to achieve a pass mark in the module.

The claim was accepted

- Waived or reduce penalties for late submission of assessed work.
- If you have failed to submit a piece of work for assessment with a credit weighting proportionately equivalent to 3 CATS or less you may have that piece of assessment waived if the Board of Examiners concludes that it is not in your interest (or it is not possible) to reschedule it. The unreliable component will be disregarded and the module mark will be recalculated.
- Allow you a further first attempt (FFA) for assessments or resit opportunity for examinations if you have failed the module. 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. NB: Such an opportunity will only be available if you have failed the module. Even if your Mitigating Circumstances are accepted, resit/FFA opportunities are not available for individual components if you have successfully passed the module.

- Upon receiving the results of an examination board decision, you may choose to request a restart of your course (for first-year students only) via Evision. The decision to permit a restart will be at the discretion of the department, which may request additional evidence. This may incur an extra set of fees or have implications for your visa status (Tier 4 students). You are responsible for making enquiries of how a restart may affect you.
- For more information on examination board outcomes see above: "Examination Boards"

An additional outcome at any level of severity may be:

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

Why Might My Claim Be Rejected

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

Evidence for Mitigating Circumstances

Acceptable Evidence

As mentioned above, evidence is a vital part of a mitigating circumstances submission. Without it your claim is likely to be rejected. It must be:

- Written by an independent qualified practitioner (letters from relatives are not acceptable); dated, written on headed or official notepaper, and in English. If the letter is in another language you must provide both a copy of the original note and a certified translation into English at your own expense. 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 well before or 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.
- Comprehensive and up to date evidence referring to physical or mental health should be obtained normally after an appropriate face-to-face consultation with a qualified practitioner. Evidence obtained via a consultation over the phone (unless from a UK GP)) or over the internet may be given less weight, and will be rejected if it is has been written sometime after the event.
- If you are waiting for evidence and are worried it will not arrive in time before the 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.

If you have any questions about what kind of evidence may be required for your particular circumstances, you should speak with your Personal Tutor and consult the University's central page on acceptable evidence for mitigating circumstances.

Who can provide independent evidence for your mitigating circumstances?

Where your Mitigating Circumstances relate to physical or mental health conditions you should provide documentation from a medical practitioner or a practitioner who is registered with an appropriate professional body such as the British Association for Counselling and Psychotherapy, the UK Council for Psychotherapy, the British Psychological Society, or an appropriately qualified Student Support professional. Medical practitioners in the UK should be members of a recognised professional body such as the General Medical Council, Nursing and Midwifery Council, General Chiropractic Council, General Dental Council, General Optical Council, General

Osteopathic Council, General Pharmaceutical Council, Health Professions Council or Pharmaceutical Society of Northern Ireland.

If you have sought medical attention abroad the certificatory must be licensed to practise in the country in question. Where your Mitigating Circumstances relate to non-medical conditions you should provide evidence from a solicitor, a court or tribunal officer, a police or fire officer, an official certificate (e.g. Birth or Death Certificate), a Departmental or Faculty Senior Tutor. University Services Evidence can also be obtained from the following Warwick services: Student Support, Financial Hardship, Disability Services, Wellbeing Support Services, and the Students' Union Advice Centre.

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

Medical notes must demonstrate advice or treatment was sought at the time, or soon after any illness. Disclosure weeks or months later will carry little weight or may not be eligible.

There are limited circumstances in which your Personal Tutor, the departmental Senior Tutor, or Head of Department can provide evidence. Please speak with your Personal Tutor if obtaining evidence will be difficult for any reason.

Guidance on Types of Mitigating Circumstances

In principle, if your circumstance requires treatment or support by a professional or a University Support Service (see below), it is likely to qualify as a mitigating circumstance. If you have not accessed support then it might not be serious enough to warrant mitigation. For example, if an illness does not require medical treatment (e.g. medication prescribed by a GP, GP visit or a referral to specialist physical or mental health services) or is minor (e.g. cough, cold, flu, etc…) then it will not normally be eligible. Students are expected to plan ahead for assessments, and short-term illnesses in the days immediately prior to the submission deadline are usually not eligible for mitigation.

Similarly, typical short term assessment/examination stress and anxiety is expected and normal and might not meet the mitigating circumstances criteria. Students who have been diagnosed with long term mental or physical health conditions (e.g. anxiety, panic attacks) may be eligible for reasonable adjustments for study which are recommended by either the Wellbeing Support Services or Disability ServicesLink opens in a new window.

Students would need to provide additional evidence of worsening or new symptoms or any other circumstances that would have impacted on their academic performance during the assessment period to meet the mitigating circumstances criteria.

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

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

- A significant and acute deterioration of a permanent or chronic condition close to assessment (normally within three weeks of the assessment deadline) which you have already reported and is already covered by reasonable adjustments OR/IF the reasonable adjustments do not fully address the impact of the condition and still leave you at a disadvantage over others.
- Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.
- Death of someone close to you around the time of the assessment.
- Serious illness or accident (including significant caring responsibilities) of someone close to you at the time of the assessment.
- Significant change in personal or unforeseen financial circumstances (e.g. divorce of student, fire, court appearance by student, acute accommodation crisis).
- Late diagnosis of a disability, including Specific Learning Difficulty (SpLD).
- Bullying, harassment, or threatening behaviour.
- Victim of a crime or involvement in a criminal case (e.g. as a witness)

NOTE: This list is not exhaustive and if you feel that you want to report a claim for mitigating circumstances which is not listed above, but does in in your opinion represent a mitigating circumstance, you should list the mitigating circumstances on your mitigating circumstances form and submit it for consideration as published by your department. It is also important to note: racist, sexist, ableist, homophobic, or other discriminatory situations will be taken into consideration with the utmost seriousness. You may want to flag such an incident in its own right via the University's Report and Support service, but it may also contribute to other circumstances as listed above.

The department will seek advice from the relevant Head of School, Senior Tutor, and Director of Undergraduate Studies to ascertain if the mitigating circumstance falls within the definition of mitigating circumstances.

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

- A permanent or chronic condition which you have already told us about and is covered by reasonable adjustments.
- Circumstances that do not relate to the assessment period in question unless independent evidence is provided which demonstrates the ongoing detrimental impact of a personal situation/medical condition

- Minor illnesses, minor injuries (e.g. coughs, colds, flu, etc.) not requiring treatment from a qualified practitioner and that in a work situation would not normally lead to absence.
- Minor illnesses of relatives (unless you have substantial care or support responsibilities for the person).
- Examination stress and anxiety, unless a flare-up of a pre-diagnosed illness/condition.
- Stress or symptoms of anxiety or low mood which do not meet the criteria or threshold for a diagnosis of an anxiety or mood disorder.
- Pressure of academic workload.
- Computer, printer, wifi, hard drive, or any other student-side IT failure.
- Temporary self-induced conditions, e.g. hangover.
- Travel disruption (e.g. traffic jams, delayed trains).
- Misreading or misinterpreting of an assessment title, assessment dates, time, and deadlines.
- Uploading the wrong file, a blank file, or a file that is unreadable or corrupted.
- Claims submitted without independent supporting evidence as per the evidentiary requirements described above (in most circumstances).
- Assessment dates being clustered or close together unless there has been a specific recommendation for reasonable adjustments that includes spacing of assessment dates.
- Employment or any 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 society events, holiday, moving house, weddings, normal sporting events etc.) or that were foreseeable and preventable.
- Late disclosure of circumstances on the basis that the student did not feel comfortable submitting mitigating circumstances within the relevant twenty-working-day period or by the annual deadline. (i.e. only submitting mitigation after they have failed an assessment.)
- Staff absence due to illness or other unforeseen circumstance.
- Ignorance of the regulations or examination or assessment arrangements.

Examples of Evidence Required

Please note that this list is illustrative and not exhaustive. For more details, please see the University's "Suggested Evidence Requirements" page.

- A significant deterioration of a permanent or chronic condition which you have already told us about and is covered under reasonable adjustments. Where this permanent condition has already been adequately adjusted for through Special Examination arrangements or other reasonable adjustments only the deterioration counts as a Mitigating Circumstance.
    - Evidence MUST include:

        - Letter from health professional, or Disability Services, or Wellbeing Support Services on official, headed paper (or have an official stamp) confirming deterioration with dates AND
        - Must be written at the time of the deterioration* AND
        - Must attest to evidenced impact on the student.

- Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.

    - Evidence MUST include:
        - Letter from an appropriately qualified health professional (e.g. medical doctor, nurse) on official, headed paper or have an official stamp confirming illness with dates AND
        - Must be recorded at the time* of the serious illness, accident or trauma AND
        - Must attest to evidenced impact on the student.

- Death of someone close to you. Bereavement at assessment time or in preparation for it earlier in the academic year (not normally more than 6 months after the event). 'Someone close' can mean parents or guardians, children, siblings, a spouse, or partner. It may include friends, in-laws, grandparents, and grandchildren, if it can be demonstrated that the relationship was close.

    - Evidence MUST include:
        - EITHER:
        - A statement of impact on your ability to complete a piece of assessment; such as from a doctor, licensed counsellor, personal tutor, student union, wellbeing services, etc…
        - OR
        - Copy of the death certificate, order of service for a funeral, or death announcement in newspaper/ on the web, etc…

- Serious illness or accident of someone close to you at assessment time or in preparation for it earlier in the academic year. 'Someone close' can mean parents or guardians, children, siblings, a spouse or partner. It may include friends, in-laws, grandparents and grandchildren, if it can be demonstrated that the relationship was close.

    - Evidence MUST include:
        - EITHER:
        - Letter from health professional on official, headed paper or have an official stamp confirming the circumstances with the dates AND
        - Evidence of closeness (e.g. statement from Personal Tutor, Student Support, counsellor or Students' Union Advice Centre) AND

        - Letter from health professional, or Student Support or counsellor explaining how the circumstances are affecting your ability to do the assessment.
        - OR FOR CARERS:
        - Letter from health professional on official, headed paper or have an official stamp confirming the circumstances with the dates AND
        - Proof that you have substantial care and support responsibilities for the person.

- Unforeseen significant change in your personal or financial circumstances (e.g. divorce of student, fire, court appearance or jury duty by student, acute accommodation issues of student, serious and unforeseeable transport disruptions such as road closure due to traffic accident).

    - Evidence MUST include:
        - Serious Family Problems:
        - Letter from a doctor, solicitor or other professional person confirming the circumstances and dates (must be on official, headed paper)
        - AND
        - Evidence from a doctor, nurse or relevant professional of how the problem is affecting your ability to do the assessment.

- Unforeseen change to financial circumstances:
    - Evidence proving unforeseen financial hardship, e.g. bank statements showing your current financial circumstances
    - AND/OR
    - Letter of support from Student Funding / Hardship Fund.

Court Appearance/jury duty:
    - Letter from court with date student is expected to appear.

Other issues not listed:

Evidence provided must meet the University's evidentiary requirements as described above.

- Late diagnosis of a Specific Learning Difficulty. Only eligible when diagnosis is obtained too late (after the University deadline) for reasonable adjustments to be made by way of special exam arrangements.

    - Evidence MUST include:
        - Diagnosis letter and confirmation from the Department or Disability Services that it was submitted too late and missed the University deadline.

- Bullying, harassment or threatening behaviour.

    - Evidence MUST include:
        - Report from Report and Support service, Personal Tutor, Student Support Services, or Students' Union Advice Centre outlining nature of circumstance with dates affected
        - AND
        - Copies of relevant emails, screenshots, videos, social media posts, witness statements, or other communications (with dates where possible) that illustrate bullying, harassment, or threatening behaviour.

- You are the victim of a crime/assault.

    - Evidence MUST include:
        - Official police report giving the date of the crime OR a letter from health professional, Report and Support, Wellbeing Support Services, certified counsellor, or Students' Union Advice Centre explaining how the circumstances are affecting your ability to do the assessment.
        - AND
        - Crime reference number.

Examination board and results

At the end of each academic year, all your marks are considered at the Liberal Arts Exam Board. The Board includes staff members in Liberal Arts. The board finalizes the year average and determines an outcome out of the options below. The board also considers recommendations made by the mitigating circumstances panel.

The final year exam board decides your degree classifications and is advised by an external examiner for quality assurance purposes.

NB: Please be sure that you understand these outcomes and their impact on you. If you have any questions regarding your outcome decision of an examination board, please contact your Personal Tutor as soon as possible after receiving the decision.

Outcomes of exam board

These outcomes are regulated by university-level regulations (link to student-facing document). Tabula is updated centrally, see below some notes on how the LA department communicates this outcome to you:

Proceed

– Tabula will say: “Congratulations you’ve passed.”

Please note: if you are a finalist and the Exam Board has decided that you can proceed/be awarded a degree, your enrolment status will appear on Tabula as ‘permanently withdrawn.’ Do not panic. This only means that you have completed your degree and are no longer a “current student”.

In some instances, you will be permitted to proceed despite having failed one or more modules, and will not be offered resits, or will ‘carry the fail’. This can happen, for example, if you are a student who started your degree before 21/22 (when the automatic right to remedy failure was introduced and as such it would not apply to you), and failed an optional module (not required for progression).

Optional resits

– Tabula will say: “Congratulations, you've passed! You will however be able to resit (an) assessment(s) if you wish.”

In this case you have met the requirements set by your course regulations (see ‘Progression Requirements’ above), but you have the opportunity to resit one or more failed modules (e.g. on account of mitigating circumstances or due to the automatic right to remedy failure policy). You will receive an email in the next days from the office with details of what these optional resits are and when you can submit them. You will be given a link where you can confirm whether you wish to take this resit opportunity or opt out. Your resit assignments will also be added to Tabula. Please be patient as we process exam board outcomes

Required resits – Tabula will say "Your results indicate that further assessment will be required in order to pass this year".

In this case you have NOT met the requirements set by your course regulations (see Progression Requirements above). You will receive an email in the next days from the office with details of your required resits. Your assignments will also be added to Tabula. Please be patient as we process exam board outcomes. If you need any clarification on what is required for you to progress, please get in touch with the Liberal Arts office.

IMPORTANT NOTE ON RESITS: If the Mitigating Circumstances panel approved your claim, resits (whether optional or required) will be further first attempts – FFA. These marks are not capped, and your submission is marked on its own merit as if it were submitted during the normal assessment period. In all other circumstances (including academic integrity outcomes where the decision was a capped resit) resits will be capped at 40%.

Required to withdraw:

This is normally a decision communicated by the September Exam Board, and depends on a number of specific circumstances.

University regulations establish that:

- students are required to withdraw if they have failed to meet progression requirements and have already exhausted their resit opportunities
- students can only be enrolled for a maximum of 5 years in undergraduate degrees
- even with mitigating circumstances, students can only be offered a maximum of 4 attempts at sitting assessments for each year of study (see below 'resit without residence').

IMPORTANT: The exam board can only offer resits under specific circumstances. If you fail a component of a module, but the module is passed overall (module mark above 40%), the exam board cannot offer a resit even if there are mitigating circumstances. However, if mitigating circumstances apply, you may be eligible for an assessment waiver or a discounting upon final degree classification. Additional information on this policy is available in the University's Mitigating Circumstances policy.
https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/mitigatingcircumstancespolicypdf.pdf

Resits

Your first opportunity to resit your assessment is in the Summer resit period. This period also includes resits on account of academic integrity. Normally, deadlines for coursework submitted on Tabula are at the end of August, and exams take place at the very start of September. An exam board takes place in mid-September and results are usually communicated to students by the third week of September. If you are granted the opportunity to resit assessments it is your responsibility as a student to contact the Liberal Arts Office and module convenor(s) to ensure you are aware of the deadlines and what is required of you for the resit assessment.

You can submit a mitigating circumstances claim if you are unable to complete your resits, but these claims should also be submitted by the end of August in order to be processed in time. You can also submit extension requests; however, do take into account that these can only be for short extensions and their approval will require evidence (approx. 3-4 days due to the shorter time period of resit assessments and exam boards).

PLEASE NOTE:

- The tasks and guidance for your resit coursework remain the same as for your original assignment unless otherwise specified by the Liberal Arts office
- Exams in September take place in the same format as the original exam. A calendar is published in August and is managed centrally by the University.

It is very important to check your course regulations (above) and identify what is essential for you to progress (or, if you are a finalist, to complete your degree) and what is not. You should check what your core modules are and how many CATS you need to pass to proceed to the following year. If you are unclear on any of these matters, you should contact your Personal Tutor or the Liberal Arts office.

When preparing for your resits, you are encouraged to prioritise assessments for core modules and those that will enable you to complete your degree.

You should definitely aim to submit as many resits as you can, but it's important that you are strategic in submitting what's essential first.

If you need any clarification on what is required for you to progress, please get in touch with the Liberal Arts office or your Personal Tutor.

Resits without residence

If you don’t meet the requirements for progression in September, but have mitigating circumstances, you are normally offered the opportunity to resit without residence (RWR); You will have a further opportunity to submit your assignments in Term 3 of the following academic year (normally, deadlines for coursework submitted on Tabula are at the end of May but exact dates will be confirmed by the office in Term 2).

‘Resit without residence’ means that you are not formally enrolled and do not need to pay academic fees for the year. You are not supposed to attend classes, but you still have access to library resources to help you prepare your resubmissions. Students on ‘resit without residence’ will be assessed based on the assessment criteria of the year when they originally took the module. On Tabula, your enrollment status will appear as ‘temporarily withdrawn’.

A year of resit without residence may have implications for students on Tier 4 visas and may also have implications for your funding. You are encouraged to check the website of the International Students Office at Warwick and consult with the Student Finance Team to learn how a year of resit without residence may impact you.

Only for first year students

If you don’t meet the requirements for progression in September and you are a first-year student, you have the option to request a course restart in exceptional circumstances (for example, severe mitigating circumstances) instead of resitting without residence. Restarting means that you are required to attend classes, meet monitoring points, and pay academic fees (as opposed to resit without residence). Restarting is NOT an option available to intermediate students or finalists. Restart requests should be submitted via evision in the same way as course transfers.

A course restart may have implications for students on Student (formerly termed Tier 4) visas and may also have implications for your funding. You are encouraged to check the website of the International Students Office at Warwick and consult with the Student Finance Team to learn how course restart may impact you.

Appeals

First- and second-year students can only appeal against a 'required to withdraw' decision; appealing against degree classifications is only available for finalists. If you consider that you may have grounds to appeal against the decision of the Exam Board (please see Reg 42 Governing Academic Appeals), you may wish to speak to your Personal Tutor or Director of Student Experience first before submitting a formal appeal. They will be able to provide you with advice about the acceptable grounds for appeal according to University Regulation 8 and direct you to the relevant form to be completed.

Please note that you cannot appeal against individual module marks; you have the option to appeal against a ‘required to withdraw decision’ or a degree classification. Appeals must be submitted within 10 University Working Days of the date of notification of the decision of the Board of Examiners that is the subject of the appeal.

Exit Awards and Pass Degrees

Sometimes a student is unable to successfully complete their Honours degree in full, whether through failure of modules or withdrawal from University.

Candidates who do not achieve an Honours degree may be eligible for the award of a Pass Degree.

Candidates who leave the University before completion of their degree may qualify for an exit award, as outlined in the table below:

Qualification	Total minimum credit to be taken	Total minimum credit to be passed	Highest level of credit	Minimum credit to be passed at the highest level
CertHE	120	90	4	90
DipHE	240	180	5	90

Exit awards can cover cases where a student

- has not met the requirements to progress onto the next year of their course
- has withdrawn from their course due to personal or medical reasons
- is restarting on another degree programme.

Boards of Examiners may make a recommendation to the University that students in these circumstances be given an exit award. If you think that you may be eligible for an Exit Award, you should speak first to your Personal Tutor.

HEAR

Official transcripts will be sent to you after the degree congregation. These are issued by the Academic Office and will be accompanied by information telling you how to obtain multiple copies. The Higher Education Achievement Report (HEAR) is issued as an electronic document and will include details of academic achievement, including module marks and information about your programme of study and some additional achievements undertaken whilst at university, including attainment of the Skills Certificates that are an integral part of the Liberal Arts degree course. These marks can be accessed and printed as soon as they appear on HEAR and this will provide you with official interim transcripts. Your official University HEAR will normally not be available until mid/late August in the year of graduation. The electronic HEAR is delivered online through a third-party service called GradIntel, and we will therefore need to share your data with them so that they can provide you with access to your HEAR. To ensure that you have access to your HEAR when it is issued, the first step will be to register with

GradIntel. You will receive an email to your University account in due course which will provide further details of the registration process.

Please note that Liberal Arts students have a lot of optionality, and so the standard processes for compiling HEARs tend to be a bit slower. You should make sure to look at your HEAR regularly and advise the department of any omissions or errors so that we can help fix them. Please be patient if you do find any errors: the team responsible for the tens of thousands of HEARs is very small and must manually make changes. They appreciate your understanding.

Weightings

The Liberal Arts course is a 3-year degree, with the option of an intercalated year studying abroad or on a work placement. The relative weightings attached to each year of study are listed below:

For students on the three year course of study	
Year 1	10%
Year 2	40%
Year 3	50%
For students on the four year course of study	
Year 1	10%
Year 2	40%
Intercalated Year (3)	0%
Year 4	50%

University regulations

Like all degree programmes at Warwick, Liberal Arts is governed by the University Calendar and follows University Regulations. In all situations, the Regulations as set out by the University in the Calendar, course regulations, and examination conventions

have ultimate authority. If you need help navigating these regulations, please contact your personal tutor.

Pastoral Care and Welfare

Personal Tutoring and Dean of Students Office

The Dean of Students Office has strategic leadership over academic support through the personal tutoring system and 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. Students can find out what a Personal Tutor is and how they can help them by browsing the frequently asked questions here.

Personal tutor

Warwick's Personal Tutor system is central to the network of support services which you can expect from the University. Every undergraduate student is allocated a Personal Tutor. The main functions of the Personal Tutor are:

- To assist students with induction and orientation into university life
- To provide general academic advice to tutees on their progress and development
- To give students help and advice about pastoral and non-academic matters and refer them to professional support services where appropriate.
- To help students navigate departmental and university policies, including those contained in this handbook.

Your Personal Tutor should be available to discuss any issues or queries that you may have about your academic life, degree pathway, career trajectory, and general wellbeing. They will, in most cases, be your first point of contact in the event that you 'need to talk' or have any questions about university or department policies. There will be set points throughout the year when you are required to meet with your Personal Tutor (see the Monitoring Student Attendance and Progression section); however, you should be able to contact your Personal Tutor at any point if you are experiencing difficulties.

Such difficulties may include your experiences of events which have had a detrimental effect on your study, that may be considered as Mitigating Circumstances (see above).

The University is aware that in some cultures it is considered shameful or embarrassing to disclose the details of these kinds of circumstances to those outside one's family. While we strive to create an inclusive atmosphere that respects all cultural differences, the University and Department cannot provide mitigation for circumstances that are not

disclosed to them. If you feel inhibited from talking to a tutor or other member of staff in the first instance, you may also consider talking to a member of your SSLC, the Students' Union, or a counsellor for initial, informal advice.

In order for your circumstances to be considered as mitigating by your department, they must be conveyed formally to someone in your department (a tutor, the Director of Graduate/Undergraduate Studies, a course/module convenor, for instance). The University expects that you will discuss your circumstances within the relevant application deadlines, so that they may be considered in good time. Your department will do all it can to support you in difficult situations.

Wellbeing Support Services

Wellbeing Support offers an access point to all Wellbeing services – following a short consultation, we will refer you to the most appropriate Wellbeing colleagues for support. In addition, the Wellbeing Support team offers advice and support appointments on a wide range of issues. Whether you are an undergraduate or a postgraduate; home or international – if there is something troubling you, or hindering you from focusing on your studies, please come and talk to us. The issues may be:

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

Wellbeing Support is located on the ground floor of Senate House. To access services, submit an enquiry through wellbeing.warwick.ac.uk or telephone 02476575570

Community Safety

If you need help in an emergency or have any concerns about safety on and off campus contact the Community Safety Team.

Emergency: Internal system 22222

Phone number: 024 7652 2083 or internal extension 22083

Chaplaincy

The University operates a multifaith ChaplaincyLink opens in a new window year-round for students of all faiths and none. The Chaplains and Faith Advisors work closely with

Wellbeing, look after prayer spaces, and provide a safe and welcoming place for students to visit. They also provide a range of activities aimed at supporting students. Any student should feel free to contact any Chaplain, regardless of faith.

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. They are available for absolutely anyone who would appreciate their spaces and the support of their Chaplains and Faith Advisors.

The main Chaplaincy facility is located between Social Sciences and the Arts Centre. There is an Islamic Prayer Centre on central campus (near Senate House). There are two Multi-Faith Prayer rooms, one on the Westwood Campus and one on the Gibbet Hill campus. Rooms are available for group bookings and are regularly used by student societies. For more information on available facilities, click hereLink opens in a new window.

The SU and the Chaplaincy also support a range of faith societies:

- AhluBayt Islamic Society
- Buddhist Society
- Catholic Society
- Christian Union
- Hindu Society
- Islamic Society
- Jewish Israeli Society
- Krishna Consciousness Society
- Sikh Society
- Student Christian Movement

To learn more, please visit https://warwick.ac.uk/services/chaplaincy/

Additional Support

- Referencing, essay writing advice, In-Sessional English at Warwick, skills sessions, moodle courses, etc.
- Student Information Centre
- Wellbeing and Student Support including reasonable adjustments and specialist disability support.
- 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.

- 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 specific transitional support for international students

Student Voice

Student Staff Liaison Committees

SSLCs are committees made up of elected student representatives, called Course Reps, and members of staff called Academic Convenors. They are student led and provide an area for students and staff to discuss ideas and solve problems connected with teaching, learning and student support. SSLCs allow students to have a say on their course, their department, and their resources. They also provide an opportunity for the department to consult with students and receive feedback on new or amended initiatives and proposals. Students are elected to the position of Course Rep by their peers, and represent their course and year in the SSLC. Meetings are usually held twice per term.

Any student who wishes to raise an issue concerning a particular module, a degree programme or any other departmental issue should raise it with one of their SSLC representatives.

The Chair of the SSLC and its Secretary (both of whom are drawn from the student reps on the Committee) are invited to the department's staff meeting to provide a report on the issues that have been discussed by the SSLC.

At the end of the year, the department's SSLC is required to submit an annual report to the University which is considered by the Faculty's Undergraduate Studies Committee and the University's Undergraduate Studies Committee. This process ensures that the University as a whole is aware of the issues that concern our students.

The SSLC will not discuss personal problems nor will it discuss complaints about individual members of staff.

There is an SSLC notice board located in the Ramphal Building near the reception office. The meeting details, agendas and minutes and any other publications relating to the current and any previous year's SSLC meetings can be found on our SSLC webpage.

The Students' Union

The Students' Advice Centre can give advice on the University's academic procedures, for example, examinations, academic appeals, academic complaints, changing or leaving your course, plagiarism or cheating, temporary withdrawal and extenuating circumstances. You can find out more about the services available at the Advice Centre and how to get in touch on the Students' Union's website.

The National Student Survey

The National Student Survey (NSS) has been conducted by Ipsos MORI annually since 2005. It gathers opinions from final year undergraduates on the quality of their courses. The survey runs across all publicly funded Higher Education Institutions (HEIs) in England, Wales, Northern Ireland, and Scotland. Additionally, Further Education Colleges (FECs) in England and Further Education Institutions (FEIs) in Wales with directly funded Higher Education students are eligible to participate. The NSS is your opportunity to give your opinions on what you liked about your time at your institution/course as well as things that you felt could have been improved. Your feedback is used to compile year on year comparative data.

Results are publicly available to prospective students, their families and advisors to help them to make informed choices of where and what to study. The NSS results are also available through 'Key Information Sets' (KIS), which are published on the websites of universities and colleges and the Discoveruni website. The survey is administered by an independent market research agency, and all answers and responses remain anonymous at all times.

The survey is usually conducted during the Spring term, and students are strongly encouraged by the University and the department to participate. The University takes the results of the survey seriously and you can see examples of action taken at Warwick following feedback from the survey on the You Said, We Did pages.

Student Feedback and Complaints

Students are encouraged to provide feedback on all aspects of campus life and teaching and learning at Warwick. If your compliment or concern involves feedback relating to a specific service or department at the University, you should contact the general departmental enquiries number or email as listed on the appropriate department or service website.

Some University departments and services specifically provide guidance on their websites about how to give feedback. Do try also to complete relevant questionnaires or surveys asking for your views.

If your feedback is of a general nature, however, and/or you are not aware of a more direct route to provide it, please do use the University's General Feedback Form.

While individual responses will not typically be given when feedback is provided, it will be considered by the most relevant service provider and will be used to help improve the services the University provides to students.

Student Complaints Resolution Pathway

If you are seeking a specific action or outcome to any issue or problem that has arisen as a result of the University's actions or failure to act or as a result of unreasonable behaviour of another member of the University community, you should make a complaint as soon as the problem becomes apparent. The University has a clear three-stage Student Complaints Resolution Pathway for informal and formal concerns or complaints. You are encouraged to raise any concerns that you have as soon as possible with the most relevant individual(s), department or service. If you are unhappy with an aspect of the Liberal Arts programme, please contact the Department's Director of Student Experience, Dr. William Rupp, in the first instance.

The University has a clear three-stage Student Complaints Resolution Pathway for informal and formal concerns or complaints.

A complaint is defined by the Student Complaints Resolution Procedure as "an expression of significant or sustained dissatisfaction where a student seeks a specific action to address the problem". This means that in order to submit a complaint under the Student Complaints Resolution Pathway, you must be seeking a specific outcome or resolution to the problem.

The Student Complaints Resolution Procedure cannot be used to complain about issues of academic judgement.

Course and Module Feedback

Your feedback is invaluable to the department as it tells us what you like and don't like about our courses and our modules, what you think works and what you'd like to change. We use this feedback to review our course structure and content and make changes to address the issues in order to ensure that our courses continue to attract, stimulate and reward our students as well as remain relevant in terms of preparing you for your future. Participating in the formal and informal feedback mechanisms employed in the department means, therefore, that you can have a direct impact on course development.

Appeals

Final-year students

Under certain defined circumstances final-year undergraduate students may appeal against the award of a particular degree class, or if they have not been awarded a qualification (with no further right of resit). You are required to complete a form if you wish to appeal. This form, which includes contact details for advice on appeal procedures, is available on the Examinations Office website. Appeals from final-year

students against degree classification are administered by the Examinations Section of the Academic Office.

First-year and intermediate-year students

First-year and intermediate-year undergraduate students have the right to appeal only against a decision that they be required to withdraw from their course of study, and then only if they are in possession of relevant evidence which was not available to the Board of Examiners when its decision was reached and can provide good reason for not having made the Board of Examiners aware of this evidence previously.

An appeal will not be considered if both the Chair of the Board of Examiners and the Chair of the Appeals Committee consider that no such relevant evidence has been presented by the student. Please refer to the appropriate section of Regulation 8 for your degree in the University Calendar (University Regulations) for further information. You are required to complete a form if you wish to appeal. This form, which includes contact details for advice on appeal procedures, is available on the Examinations Office website. Appeals by first- and intermediate-year students under Regulation 8 are administered by the Faculty Secretariat of the appropriate Faculty Board (please see the appeal form for further details and faculty contacts).

Further appeals information here.Link opens in a new window

All appeals must be lodged in writing within 10 working days of the publication of the examination results.

No other decisions of Boards of Examiners are open to appeal.

Please note the appeal procedures may not be used to challenge the academic judgement of examiners, nor to dispute marks awarded in individual modules or pieces of work.

Academic Support and Personal Development

Personal Tutor/Senior Tutor

A key source of academic support for students is their Personal Tutor. The Senior Tutor oversees the Personal Tutor system, and should be the person to whom you speak if you have any issues with your Personal Tutor. The Senior Tutor for Liberal Arts is Dr Kimberly Lockwood Clough.

The role of the Personal Tutor is:

- To assist students with the process of induction and orientation into University life and to retain an interest in their personal and academic development throughout their academic careers
- To provide academic advice to personal tutees on their progress and development
- To respond as promptly as possible to requests for help and advice about pastoral/non-academic matters insofar as s/he is competent to do so
- To signpost and refer students on to professional University support services for further assistance if necessary
- To signpost students to relevant careers/skills provision
- To act as the student's advocate when advocacy is needed.

The role of the Personal Tutee is:

- To be responsible for their own academic development and achievement by contributing positively to a productive working relationship with the Personal Tutor
- To respond promptly to invitations to attend Personal Tutorial meetings
- To inform their Personal Tutor promptly of any factors that might be impacting significantly on their ability to meet the requirements of their course, it being understood that Personal Tutors cannot advise and support students if they are unaware of such factors and that Personal Tutors are required to treat all information disclosed confidentially and to disclose to a third party only by agreement with the student
- To be an active engaged member of their departmental academic community.
- It is important that you get to know your Personal Tutor and that they know you, as this will enable your tutor to provide you with much more effective feedback on your academic and personal development. By discussing your personal and academic development, as well as your future career plans, your Personal Tutor will be in a much better position to write you a reference and you will be in a stronger position having benefited from their expert feedback and advice. Your Personal Tutor will treat all information you provide in line with University guidelines on confidentiality.

Special Exam Arrangements

If you require any special examination arrangements - such as extra time, a scribe or a non-networked computer, you may apply for Special Examination Arrangements to be made to facilitate you taking examinations. Please see the section on Assessment and Examinations for more information.

IT Services

Once you have registered for your Warwick IT Account and it has been activated, you will have a Warwick email address and will be able to access the Warwick network so that you can use University computers and printers, and other IT based services such as the electronic resources provided by the Library.

Your Warwick email address is your 'official' University email address which the department will use for all email communications. You must check this account regularly in order to make sure that you do not miss any information or important communications from the Liberal Arts Department, your pathway department or other central University departments. Information about enrolment, registering for your modules and examinations, overdue library borrowing and rescheduled or cancelled lectures/seminars will be sent to this account.

Computer Security

The University's IT Services Department provides free anti-virus and firewall software to help keep your computer safe.

IT Services provide an extensive range of free training courses for students, including on presentations, multimedia, web publishing, spreadsheets, Moodle and Mahara. You can browse the courses available and book a place online.

As a user of Warwick's computing services, you should be aware of and comply with Regulation 31 – Governing the Use of University Computing Facilities – and its associated Codes of Practice.

Language Centre

Warwick's Language Centre provides language learning opportunities for all its students, staff and members of the public. Whilst you are at Warwick you may want to take advantage of the opportunities available and learn a new language from scratch or continue with a language that you've already started learning. Because of the structure of your degree programme, there is limited space available for language learning as part of your Liberal Arts course - apart from those on a specialist language pathway; in

addition, you can choose to learn a language as an extra course of study supplementary to your course. The following languages may be studied from beginner to advanced level. Courses are taught by communicative methods involving active learning.

- Arabic
- German
- Portuguese
- Greek
- Russian
- Chinese
- Italian
- Spanish
- French
- Japanese
- Korean

If you elect to take a language course as a supplement to your degree, you will need to pay a discounted fee to the Language Centre.

Library

All registered students of the University of Warwick automatically have a Library account set up using their University ID. Your University card is also your library card. You will need your University card to scan in and out of the Library and to borrow items.

You can check out your current borrowing due dates, renew books and request items to be put on hold for you by accessing My Library Account. The Library provides access to a variety of materials to support your study including books, journals, articles, eresources, databases and course extracts. It also provides space in which to study either on an individual basis or as a group and runs training sessions on referencing, presentation skills and many other subjects designed to support your academic and personal development in conjunction with the Student Careers and Skills Team.

Our department has a dedicated Academic Support Librarian, who can help you locate resources and training relevant to your course. Our Academic Support Librarian is Richard Perkins. You can find his contact details and more information on the Academic Support Librarians here: https://warwick.ac.uk/services/library/subjects/academic-support-librarians/.

The Learning Grid, which is part of the Library, is located in University House. This is open 24 hours a day, 7 days a week and offers a range of resources, including access to IT facilities and a collection of reference-only key textbooks. There are also extra facilities at the Learning Grid Rootes and Learning Grid Leamington Spa.

You will receive a briefing on the Library and all the services it offers to support you in your study and personal development at your first year induction meeting.

As a user of the Library, you should be aware of and comply with the Library Regulations and associated Rules.

Students' Union Advice Centre

The Students' Union Advice Centre can provide support for academic matters including appeals, academic complaints, issues surrounding change of course problems, plagiarism and disciplinary disputes. They can represent students at University hearings, such as appeal or discipline hearings, and at external tribunals as well as offering mediation services in certain circumstances.

Student Opportunity

Student Opportunity offers a wide range of opportunities to help you make the most of your time at Warwick and prepare for the future. These include:

Skills workshops and programmes
Skills development workshops to develop your academic and personal and professional development skills. Sessions on academic writing, research, communication and leadership skills are available.

Career skills workshops
Take part in career skills or application workshops and practise your interview techniques through mock interviews

Employer events
Opportunities to meet employers on campus, including at careers fairs, employer presentation and events focussing on specific sectors

Volunteering opportunities
Take part in Warwick Volunteers activities in the local community or search for internship and work experience opportunities on myAdvantage vacancy search.

Student Opportunity uses an application called myAdvantage which allows you to book events, workshops and appointments, search job vacancies, research employers as well register for tailored information by email.

Work Experience – Certificate of Professional Communication
Your Liberal Arts degree programme offers you the opportunity, as part of your course, to undertake a work placement. The option is available in the Summer term in your second year. Alongside your work placement, you take the Certificate of Professional Communication.

See the section on Your Degree Course for more information.

The Undergraduate Research Scholarship Scheme (URSS)

The URSS offers undergraduate students the opportunity to:

- take part in original research;
- achieve substantial outcomes;
- develop a range of research and transferrable skills;
- work as a member of a research team or department and develop an awareness of the research environment;
- enhance discipline-specific skills or knowledge;
- where possible, participate in interdisciplinary work.

The URSS opens for applications in October, in preparation for projects undertaken in the summer, and is open to all undergraduates, usually non-finalists.

Reinvention: A Journal of Undergraduate Research

Reinvention: a Journal of Undergraduate Research is an online, peer-reviewed journal, dedicated to the publication of high-quality undergraduate student research. The journal welcomes academic articles from all disciplinary areas. All articles in this journal undergo rigorous peer review, based on initial editor screening and refereeing by two or three anonymous referees. Reinvention is published through the Institute for Advanced Teaching & Learning, a department at the University of Warwick designed to support the University's unequivocal commitment to teaching and the development of innovative programmes and modes of delivery which have a real impact on student experience.

University Information

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.

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 students 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

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

Our Dignity Principles

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

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

University Strategy

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

Warwick Student Community Statement

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

University Calendar

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

Student Life

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.

Smoking Policy

Smoking is forbidden anywhere in University buildings, substantially enclosed workplaces and vehicles used as workplaces. For full details, please click here.

Data protection

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 the GDPR and the Data Protection Act 2018. The University is regulated by the Information Commissioner's Office (ICO) and has the registration number Z5856740 on the ICO's public register. Students should consult Legal and Compliance Services for more comprehensive information.

Important University links – Academic

Attendance and Study

Please find below some useful links (these also appear elsewhere in this handbook):

- Reg. 36 Student Registration, Attendance and Progress
- Policy on Recording of Lectures by Students
- Reg. 31 Information Management, Security and Records Management
- Reg. 23 Student Disciplinary Offences
- Max Periods of Study
- Rules for Award
- Reg. 42 Governing Academic Appeals

Assessment – University-wide

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. Please click here for more information and below for specific links;

- Examination and Assessment Policies
- Providing feedback to students on assessment
- Reg. 10 Examination Regulations. For more information about examination rules and queries, please visit: Information for Students.
- Reg. 11 Academic Integrity. Additional support on good academic conduct for students is available here: Academic Integrity Framework
- Reg. 12 Absence for Medical Reasons from a University Examination
- Mitigating Circumstances
- Right to Remedy Failure

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.

All entry year versions of Rules for Award were re-worded 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.

For the award of a Bachelors degree a student must meet specific credit requirements achieving a minimum 270 credits (CATS) passed across the degree course including a minimum of 90 credits at FHEQ level 6. Full details can be viewed in Appendix A of the

Rules for Award here: Appendix A: Degree Classifications. The Course Specification details additional requirements regarding core modules and PSRB requirements that must be met in addition to this, if applicable.

For the award of an Integrated Master's degree a student must meet specific credit requirements achieving a minimum 360 credits (or CATS) across the degree course including a minimum of 90 credits at FHEQ level 7. Full details can be viewed in Appendix A of the Rules for Award here: Appendix A: Degree Classifications. Course requirements detail additional requirements with regard to core modules and PSRB requirements that must be met in addition to this, if applicable.

Regulations for First Degree - Regulation 8

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.

Partner Departments

Classics

Departmental Contacts

Professor James Davidson: James.Davidson@warwick.ac.uk

Classics office: classics@warwick.ac.uk

Module Registration

Contact the Classics office if you wish to take a module with the Classics department.

Design Studies

Departmental Contacts

Dr Ed Loveman: edward.loveman@warwick.ac.uk

Design office: UGDS@warwick.ac.uk

Module Registration

Contact the Design office if you wish to take a module with the Design Studies department.

Economics

Departmental Contacts

Dr. Atisha Ghosh: Atisha.Ghosh@warwick.ac.uk

and Dr. Farzad Javidanrad: F.Javidanrad@warwick.ac.uk

Economics office: economics.ugoffice@warwick.ac.uk

Module Registration

Contact the Economics office if you wish to take a module with the Economics department.

Education

Departmental Contacts

Dr Cheryl Cane (C.Cane@warwick.ac.uk)

Education Studies Undergraduate office: educationundergrad@warwick.ac.uk

Module Registration

Contact the Education Studies Undergraduate Office if you wish to take a module with the Education department.

English

Departmental Contacts

Dr Mike Niblett: m.niblett@warwick.ac.uk

English office: UGEnglish@warwick.ac.uk

Module Registration

Contact the English office if you wish to take a module with the English department.

Film & Television Studies

Departmental Contacts

Dr Richard Wallace: Richard.Wallace@warwick.ac.uk

Film and Television Studies Office: SCAPVCenquiries@warwick.ac.uk

Module Registration

Contact the SCAPVC office if you wish to take a module with the Film and Televisions Studies department.

Global Sustainable Development

Departmental Contacts

Dr Marta Guerriero, Head of GSD: M.Guerriero@warwick.ac.uk

GSD Undergraduate Office: UGGSD@warwick.ac.uk

Module Registration

Contact the GSD Undergraduate Office if you wish to take a module with the GSD department.

History

Departmental Contacts

Dr Claire Shaw: C.Shaw.2@warwick.ac.uk

History Office: HistoryOffice@warwick.ac.uk

Module Registration

If you wish to take a module with the History department, please read the information on the History website carefully and follow instructions; if you need guidance please contact the office.

Law

Departmental Contacts

Dr Maggie O'Brien: law.DUGS@warwick.ac.uk

School of Law Undergraduate Office: undergraduate.law@warwick.ac.uk

Module Registration

Contact the Law UG office if you wish to take a module with the School of Law (undergraduate.law@warwick.ac.uk)

Life Sciences

Departmental Contacts

Dr Robert Huckstepp: sls.dugs@warwick.ac.uk

Life Sciences Student Reception: sls.ug@warwick.ac.uk

Module Registration

Contact the Life Sciences office if you wish to take a module with the School of Life Sciences (sls.ug@warwick.ac.uk).

School of Modern Languages and Cultures

Departmental Contacts

Dr Douglas Morrey: D.J.Morrey@warwick.ac.uk

SMLC Office: smlcoffice@warwick.ac.uk

Module Registration

Contact the School of Modern Languages and Cultures office if you wish to take a module with SMLC.

Philosophy

Departmental Contacts

Dr Thomas Crowther: t.crowther@warwick.ac.uk

Philosophy office: philosophyoffice@warwick.ac.uk

Module Registration

Contact the Philosophy office if you wish to take a module with the Philosophy department.

Theatre & Performance Studies

Departmental Contacts

Dr Tim White: t.white@warwick.ac.uk

Theatre and Performance Studies offices: SCAPVCenquiries@warwick.ac.uk

Module Registration

Contact the Theatre and Performance Studies office if you wish to take a module with the Theatre and Performance Studies department.