Introduction

Introduction to the PGT Student Handbook

This Handbook is designed to be a reference document that provides information on your course and the University. It is detailed and will provide many links to important information maintained elsewhere in the University. You may find it most useful when you have a specific question, but you should look it over 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 the MASc in Community, Engagement, and Belonging (CEB) and the Liberal Arts (LA) Department. If you have any questions about the Handbook or its contents, or if you would like to make a suggestion, please speak with your Student-Staff Liaison Committee Course Representative or with the Course Director, Dr Lauren Bird, or the Postgraduate Programmes Manager, Heather Robson.

Teaching and Learning

Teaching Format

Much of the teaching on this degree will be delivered in small group, participatory format. This might involve working on a task set by the instructor, or more general debate and discussion. Some modules on this course will be delivered entirely in this format.

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, further develop your oral communication and group-work skills which are likely to be as important as your writing skills in your career when you have finished at Warwick.

All teaching sessions are compulsory, and registers will be taken.

Associated Costs

As well as tuition fees and living expenses, there are likely to be some extra things you will pay for whilst 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, but others may become apparent during the course of your degree. Wherever possible, CEB is committed to minimising costs to students. If you have any concerns, please speak with your SSLC Course Representative or the Programme Director.

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. The University may be able to provide advice and support that can help.

Printing

You may wish 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).
All coursework for the university is submitted electronically and passed through plagiarism detection software. There may be occasions in CEB 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.

Required Textbooks

You will find required and recommended reading lists for each of your CEB modules on the individual module’s web pages or Moodle site. Most, if not all, required readings will be available through the library. These will usually be available in electronic format and can be accessed off-campus. You may still wish to purchase your own copies of some texts. There may also be required texts set for optional modules in other departments, and these may vary considerably in cost depending on the subject and content. You also have the option of scanning documents for free using the University networked printer/scanners. If you are planning to buy a book, check the edition when buying second-hand. —older editions may be cheaper, but can cause confusion with page numbers or may lack key readings.

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 LA and external modules (for example, if a module requires that you go on a field trip, 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).

PAGE 3 – CATs and Term calendar

The MASc in Community, Engagement, and Belonging (CEB) consists of 180 CATS in total. The programme is broken down as follows:

Term 1

- 20 CATS from the core module IP901-20 – Creating Knowledge for Change: Foundations of Transdisciplinary Research
- 20 CATS from the core module IP902-20 Theory and Practice of Community Engagement
- 20 CATS from the core module IP903-40 – The Good Life: Flourishing and Belonging within Communities

Term 2

- 20 CATS from the continuing module IP903-40 – The Good Life: Flourishing and Belonging within Communities
- 40 CATS from optional modules offered by SCFS, partner departments or elsewhere in the university to give an overall total of 60 CATS.
Term 3 and Summer - from Easter to end of summer.

- One 60 CATS dissertation module from options: IP904-60 Research Dissertation or IP905-60 Community Engagement Dissertation.

The award of MASc in Community, Engagement, and Belonging is governed by the University's Requirements for Taught Postgraduate Awards.

To be awarded the master's degree, you must pass a total of 150 CATS at level 7. The pass mark is 50%. You can therefore carry fails on up to 30 CATS. However, these need to be at a mark of 40% or above. You cannot carry fails on any core modules.

The master's may be awarded with Merit if the overall weighted average of all marks is 60.0% to 69.9%, and with Distinction if the average is 70% or above. However, neither higher classification will be awarded where there is any final module mark below 50%.

Exit Awards

To be awarded a Postgraduate Diploma, you must take modules equating to at least 120 CATS; you must pass modules totalling 90 CATS and achieve a mark of at least 40% in the remaining 30 credits. The pass mark is 50%.

To be awarded a Postgraduate Certificate, you must pass core modules totalling 60 CATS. The pass mark is 50%.

The Postgraduate Diploma or Postgraduate Certificate may be awarded with Merit if the overall weighted average of all marks is 60% to 69%, and with Distinction if the average is 70% or above. However, neither higher classification will be awarded where the final module mark below 50%.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Total Minimum Credit to be Taken</th>
<th>Total Minimum Credit to be Passed: including all core modules</th>
<th>Highest Level of Credit</th>
<th>Minimum Credit to be Passed at Highest Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters (PGT)</td>
<td>180</td>
<td>150*</td>
<td>7</td>
<td>150</td>
</tr>
<tr>
<td>PG Dip</td>
<td>120</td>
<td>90**</td>
<td>7</td>
<td>90</td>
</tr>
<tr>
<td>PG Cert</td>
<td>60</td>
<td>60</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

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

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

The University's regulations on postgraduate taught programmes can be found here.
Modules and CATS

As a postgraduate student, you will be required to complete a total of 180 credits during the 12 months of your course. Overcatting (registering for more than 180 credits) is not recommended; however, there may be circumstances when overcatting can be approved to accommodate registration on specific modules across the university. You may wish to consider auditing additional modules if the module convenor allows this. Audited modules are not assessed and do not count towards your overall CATS and mark.

Most PG modules in the University are worth 10, 15, 20 or 30 credits, although there are a few exceptions.

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.

Guidance on CEB optional modules selection

When selecting optional modules, students need to consider the following:

- Availability of modules - sometimes modules will be taught in a different term so may not be available to you for term 2.
- The list of optional modules offered by the Liberal Arts department and partner departments is available on the LA website however, the list is only indicative and students are welcome to take other optional modules they find on the University module catalogue subject to timing and availability.
- Students should consult and get approval from their Personal Tutor or the Director of PGT as part of a wider conversation on the student's academic progress and career aspirations.

  - When discussing and getting approval from the Director of PGT, students will need to explain how the module(s) fits with their academic and career ambitions and plans.
  - Students also need to check with the relevant department whether the module that they are interested in is open to them and whether there is space. This question should be addressed to the relevant department’s postgraduate admin office, not each module convenor. It is the student’s responsibility to make such arrangements and provide this information to the personal tutor/Course Director.

- The assessment pattern for each module, as well as employability-related aspects, should be considered.

You can see a list of assessment types below.

Module Registration

You are required to register formally for each module that you are taking at the start of the academic year. The University uses a system called eVision Module Registration (eMR). 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 any central examination timetables. You should ensure that you select the correct modules, with the correct CATS weighting as well as your preferred method of assessment (occasionally there is a choice).

You must complete your module registration by the end of Week 3 in Term 1.

**Timetables**

The day after you have registered your modules on eMR, you will be able to access your timetable through your Tabula profile. 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 may 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 resource account (liberalarts@warwick.ac.uk).

Welcome week is the week of induction activities that precedes the start of term. Lectures, seminars and workshops begin in Week 1 of the Autumn Term.

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**PAGE 5 – Assessment Strategy**

**Assessment Conventions**

Assessment conventions refer to the rules regarding how the results of students' attainment in the modules which they study are calculated and combined to determine the classification of the MASc degree awarded at the end of the course (Pass, Merit, Distinction). They use CATS (or credit -- see the Modules and CATS section) to make these calculations. See the Examination and Assessment Section for more information about the application of Assessment Conventions.

**Why Assess?**

Our assessment strategy for the Community, Engagement, and Belonging degree course aligns with the university’s overarching assessment strategy which can be found on the Teaching Quality website.

On the CEB MASc 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 employment and/or further study
- demonstrate the students’ preparedness for employment and/or further study.
Guiding Principles

The core modules in Community, Engagement, and Belonging use a range of assessments that allow students to demonstrate their acquisition of the graduate outcomes articulated in our course specification. Underpinning our assessment strategy are the following Guiding Principles regarding the design of assessment. By adhering to these Principles, the LA Department ensures the robustness of its assessment activity.

Assessments should be:

- **Authentic** - where possible, assessments should enable students to best demonstrate their preparedness for employment and/or further study. This entails the use of a variety of assessment methods.

- **Equitable** - assessment should enable all students, no matter what their background or situation, the opportunity to demonstrate attainment. No one student or group of students should be afforded advantages or disadvantages because of the nature of the assessment or the balance of assessment types through the course as a whole.

- **Focused** - assessments should measure the stated learning outcomes for the module/course. Success in an assessment should not rest heavily on other knowledge or skills that may not be relevant for the module/course.

- **Reliable** - the results of assessment should be consistent over time and replicable so that if the same (or a similar) cohort of students was assessed twice, the results would be the same.

- **Timely** - formative assessment should occur at an appropriate time to enable students to benefit from feedback. Summative assessment should take place at a time that allows students to demonstrate their learning. The assessment load should be spread as evenly as possible across the academic year.

Assessment Types

The following list gives a general indication of some of the types of assessment which will be used on the programme noting that the list is not comprehensive, and some assessments will include other skills or expectations. Each assessment will have clear guidance, for example, the number of words or length of presentation and the learning outcomes being assessed. In addition, the module convenor will discuss assessments requirements with the class.

- **Essays** - Provides 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.

- **Research Papers** - Design your own title. In addition to the skills demonstrated in essays, these demonstrate the ability to frame a research question around a problem or issue.

- **Dissertation/Projects** - Assesses the ability to design and pursue a transdisciplinary research question, along with a more sustained form of argument and time management.

- **Tests** - Tests knowledge and understanding of factual and critical issues within the syllabus. Often based around a small part of a module.

- **Closed Exams** - Tests the understanding of factual, historical and critical issues and coverage of the syllabus, as well as the ability to express this in writing.

- **Open Exams** - Set a problem, with a set timeframe in which to resolve it using any and all information at your disposal. Assesses information literacy as well as the skillsets demonstrated by examinations.

- **Oral Presentations** - Test the ability to synthesise information and respond to challenging questions in a concise and audience-friendly manner. Demonstrate crucial communication skills while engaging in intellectual discussion.

- **Podcasts/Videocasts** - Test the ability to summarise an argument clearly. Demonstrate knowledge of digital publication and the ability to tailor an argument to a specified audience.

- **Reflective Portfolios** - Test the ability to reflect on your own learning as a process. Helps to identify and encourage discussion of areas of strength/weakness which will, in turn, help evidence learning over time.

- **Group Work** (which may be combined with any of the methods recorded above) - Assesses the ability to meet deadlines, contribute fairly, collaboratively manage a project, communicate effectively with others and produce a final product that meets the brief provided.

The balance between the forms of assessment listed above varies between individual modules. Details can be accessed via individual module web pages or Moodle. Across the course, students are expected to encounter many of these assessment methods and may also encounter others relevant to other disciplines in the university.
Feedback/Feed Forward

Feedback is provided in many forms. 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 evidence, 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.

PAGE 6 – Assessment Deadlines

Assessment Deadlines

- The dates and times by which you should submit your work for assessment are given on Tabula.
- 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 if you submit your work even one second after the deadline, it 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 as well as electronic submission. It is your responsibility to check the procedures for handing in work to other departments.

Penalties for Late/Non-submission

5 marks per day (excluding weekends and Bank Holidays) will be deducted from work that is submitted late. If you do not submit any work at all – and you have not applied for an extension or for any Special Circumstances to be taken in account – you will receive a mark of 0 (zero) for the work.
Extensions to Deadlines

Extensions to assessed work deadlines may be granted only in exceptional circumstances such as ill-health and/or extreme personal issues - please refer to the Mitigating Circumstances Policy. All extension requests must be made at least three working days in advance of the published assessment deadline. Working days are defined as Monday to Friday (inclusive) and do not include bank holidays or days of university closure.

Extensions will not be granted for last-minute illnesses or technical problems (including problems with Tabula, laptops, etc.). You should plan to submit your work well in advance of the deadline to avoid potential problems. We recommend submitting at 3 days in advance of the assessment deadline to avoid last-minute difficulties. Retrospective requests for extensions will not be granted. If serious circumstances prevent you from requesting an extension ahead of time, you should contact your Personal Tutor to discuss a request to the CEB Mitigating Circumstances Panel to be taken into consideration.

Requests for extensions should be made via Tabula (remember to do this for each separate assessment, if you have multiple assessments due around the same time) and are reviewed by the department that offers the module. You will need to state the reasons for your request and upload supporting evidence.

PLEASE NOTE: If you miss your deadline, your Tabula submission will be open for 20 working days from the original deadline (if there is any variation to this date, you will be contacted by the Liberal Arts office). This is irrespective of whether you submit or not a mitigating circumstances form. In case you cannot submit a form within 20 working days, you will receive a mark of 0 and will not be allowed to resubmit unless there is a recommendation from the Examination Board (for example, if you submit a mitigating circumstances form and the mitigating circumstances panel makes a recommendation to the Examination Board). For any information, please get in touch with the Director of PGT, CEB.

Marking Criteria

All written assessed work which counts towards the degree is marked anonymously, exceptions may occur where the written work is related to presentations or group work, which cannot always be anonymous.

Penalties for over/under length work: work that is up to 10% under or over the assessment’s word count is allowed without penalty. Work that is over/under this limit will be highly likely to be marked down and may fail to adequately address the central purpose of the assessment and can fail as a result.

The assessment process and the marks awarded are scrutinised by our External Examiner at the LA PGT Exam Board.

Please see below for the mark ranges which relate to the four performance classifications.

<table>
<thead>
<tr>
<th>Mark Range (%)</th>
<th>Class Performance</th>
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</thead>
<tbody>
<tr>
<td>70 – 100</td>
<td>Distinction</td>
</tr>
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</table>
The University has generic descriptors for work that is given a mark which falls within the range(s) of marks available here and below:

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/mark-ing/pgt/artsmarking/

The Liberal Arts department provides a more specific interpretation of the marking 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.

Where 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 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.

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). However, the dissertation projects will be double marked. If you have questions about your mark, please speak with the module leader or Director of Postgraduate 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 end of year exam board.

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

However, we also have our own programme criteria, which are detailed below. This provides a detailed description of work at specific levels and the relationship to marks and classifications. These descriptors should be consulted to understand what will be required of students aspiring to a given level of recognition and how work of that standard might be developed.

It should be noted that while underlying descriptors are universal, different assessment tasks vary in complexity, and therefore require different levels of learning may be appropriate for the same recognition. For example, the tasks assessed by coursework, completed over the full period of a 10-week term and worth 50% of a module, will likely be more complex than those presented in a time-limited closed exam, or shorter assessments. Your
module convenor should be able to guide you on expectations, but they will relate to the
core skills and competencies outlined in a generic way in the rubric.

If you are interested in understanding more about the difference between undergraduate
and postgraduate (taught) learning and assessment, you can read about the different levels
from the QAA (Quality Assurance Agency). This is the UK’s national quality assurance body
for Higher Education and degree awarding institutions have to ensure that their degrees
are compliant with QAA standards. A full descriptor of different levels can be found
here: https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf

Undergraduate degrees are classified as being at Level 6. Postgraduate Taught Degrees are
classified as being at Level 7. Work at the highest levels for Level 6 would typically be work
that would be appropriate for a pass grade at postgraduate level, too, as there is inevitably
cross-over and continuity rather than disconnection and abrupt changes in standards
across the levels.

**Assessment criteria**

**80+ (Distinction):**
Work which, over and above possessing all the qualities of the 70-79 mark range, indicates
a fruitful new approach to the material studied, represents an advance in scholarship or is
judged by the examiners to be of a standard publishable in a peer-reviewed publication.

**70-79 (Distinction):**
Methodologically sophisticated, intelligently argued, with some evidence of genuine
originality in analysis or approach. Impressive command of the
critical/historiographical/theoretical field, and an ability to situate the topic within it, and to
modify or challenge received interpretations where appropriate. Excellent deployment of a
substantial body of primary material/texts to advance the argument. Well structured, very
well written, with proper referencing and extensive bibliography.

**Additional LA descriptors:**
Work of very high or 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 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.

**60-69:**
Well organised and effectively argued, analytical in approach, showing a sound grasp of the
critical/historiographical/theoretical field. Demonstrates an ability to draw upon a fairly
substantial body of primary material, and to relate this in an illuminating way to the issues
under discussion. Generally well written, with a clear sequence of arguments, and
satisfactory referencing and bibliography.

**Additional LA descriptors:**
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 analyze a well-framed question. The work
should be clearly structured, well-presented, accurate, and should draw on a range of relevant sources.

50-59:
A lower level of attainment than work marked in the range 60-69, but demonstrating some awareness of the general critical/historiographical/ theoretical field. Mainly analytical, rather than descriptive or narrative in approach. An overall grasp of the subject matter, with, perhaps, a few areas of confusion or gaps in factual or conceptual understanding of the material. Demonstrates an ability to draw upon a reasonable range of primary material, and relate it accurately to the issues under discussion. Clearly written, with adequate referencing and bibliography.

Additional LA descriptors:

Work in this category should provide evidence of critical thinking and methodological selection, coupled with competent presentation of accurate information.

40-49 (Fail):
This work is inadequate for an MA or PG Diploma award. Significant elements of confusion in the framing and execution of the response to the question. Simple, coherent and solid answers, but mainly descriptive or narrative in approach. Relevant, but not extensive deployment of primary material in relation to the issues under discussion. Occasional tendency to derivativeness either by paraphrase or direct quotation of secondary sources. Some attempt to meet requirements for referencing and bibliography.

Additional LA descriptors:

Work at this level may demonstrate relevant knowledge and understanding of material and critical concepts, but may not demonstrate 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.

39- (Fail):
Work inadequate for an MA or PG Diploma award. Poorly argued, written and presented. Conceptual confusion throughout, and demonstrates no knowledge of the critical/historiographical/theoretical field. Failure to address the issues raised by the question, derivative, very insubstantial or very poor or limited deployment of primary material.

Work in this category has not satisfactorily demonstrated sufficient knowledge and understanding to pass, but may have shown signals that there is room for growth. There may be 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.
Style and Presentation Guidelines

All 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. **The University offers a free download and use of the Microsoft Office Suite of Programmes for all its students.** The download page can be found here.

- 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.

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

Please make sure that you are aware of the rules regarding submission of work to other departments if you are taking external optional modules. Some departments may ask 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. 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 - appropriate software can be installed on the link above.

Academic Referencing – Academic Integrity and Plagiarism

The University of Warwick expects students to behave with honesty and integrity at all times. The correct citation of work and the authenticity of submitted work is a cornerstone, not just of our education system, but of the trust and value held in each of our education institutions by employers and the public at large.

Academic referencing refers to the need for students to acknowledge in their work where they have used the ideas of others, as well as consider issues linked to reusing their own work (“self-plagiarism”). 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 or passing off someone else’s work as your own without acknowledgement constitutes 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.

The Liberal Arts department recommends that students use the Chicago referencing system. Alternatives may be used by prior agreement with the module tutor. Reference materials can be found here. You are not required to purchase any books, but if you wish, the Chicago Manual of Style 17 or Turabian’s “A Manual for Writers” can be recommended.
If you need help to understand and avoid plagiarism, PGT students in the LA department are advised to complete the online Tutorial called Plagiarwise. Plagiarwise 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. Further resources to learn how to reference correctly can be found on the Academic Integrity page of MyWarwick.

You can also access training on improving your writing skills and good scholarly practice via the Academic Writing Programme based in Student Opportunity, the departmental Skills sessions, and your Personal Tutor.

Plagiarism Detection Software

The Department uses a plagiarism detection software called TURNITIN to check each piece of assessed work for evidence of plagiarism. The use of checking software along with other methods of maintaining the integrity of the academic process will help the University maintain academic standards and assessment fairness.

All written assignments are processed through the TURNITIN plagiarism detection system and the resulting reports are reviewed prior to the agreement and release of feedback and marks.

The service enables the identification of the original source of material included within student work, by searching a database of several billion pages of reference material gathered from professional publications, student essay websites and other student works. The tool makes no decisions about the intention of unoriginal work, nor does it determine if unoriginal content is incorrectly cited or plagiarised; it simply helps staff make these decisions.

Academic Conduct Panel

If you are suspected of plagiarism, the matter will be referred to the School for Cross-faculty Studies' Academic Conduct Panel who will review the work and may require you to meet with the members of the Panel to discuss the allegation. If the panel considers that you are guilty of academic poor practice or malpractice, a penalty may be imposed, and this could be to award a mark of 0 (zero) for the work. You may or may not have an opportunity to re-submit the work.

You may ask for the case to be referred to a university-level Academic Integrity Committee and you have the right to present your case to the Committee. If the Committee finds that plagiarism has been committed, it will award a mark of 0 (zero) for the work and may or may not afford you the opportunity to re-submit it. You will have a right of appeal against the Committee’s findings.

Please consult the full school level Academic Integrity policy document. The Academic Integrity Committee is chaired by Dr Elizabeth Chant, elizabeth.chant@warwick.ac.uk

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 allow a discretionary 10% shortfall or extension on the maximum word length stipulated. If your
work is excessive in length and the number of words is above the limit plus 10%, markers can refuse to read it in exceptional circumstances (e.g., more than 50% above or below word count). However, there are set penalties outlined below that will apply when work is marked. Work that is too long or too short will receive significantly lower marks, as it will fail to demonstrate good organisational practices (and may be unable to appropriately address the assessment’s purpose) and breach the rubric of the assessments.

If you fall short of or exceed the 10%, you will incur one of the penalties below:

- 5 marks will be deducted for an essay that is between 10% and 15% over or under the required word-length.
- 10 marks will be deducted for an essay that is between 15% and 50% over or under the required word-length.
- 20 marks will be deducted for an essay that is more than 50% over or under the required word-length.

The discretionary 10% shortfall or extension on the maximum length stipulated also applies to video/audio submissions and presentations. The penalties for under/over length work vary between departments, so take the time to find out what the penalties are in other departments offering optional modules as these may be different to those stated above.

PAGE 8 – Research ethics

Ethical Approval for Research

Some of the work that you undertake for assessment may involve you conducting research with live human participants. In carrying out such research, you will need to be aware of and adhere to the University’s Research Code of Practice. 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 their research activities if they involve human or animal participants. Such approval is designed to safeguard researchers conducting the study and to protect the rights, safety, dignity and well-being of research participants. Obtaining ethical approval also facilitates and promotes integrity in research thus ensuring that it is reliable and accurate and is of potential benefit to participants, academic enquiry, and society.

You will be required to undertake training in research integrity as part of your course via an online Moodle course which has been specifically designed for the School for Cross-Faculty Studies. You will be required to complete this Moodle course by week 6 of term 1 and provide evidence of successful completion. This will form a monitoring point for the programme.

This training will emphasise the importance of adopting an ethical approach to your research and outline the factors to be considered when planning your research. If you believe that you may need to seek ethical approval for your research, you should speak first to your module tutor/capstone project supervisor to discuss in detail what you are intending to do as part of your research activity. If your module tutor/capstone project supervisor thinks
that you do need to apply for ethical approval, you will need to go through the ethical ap-
plication process. After undertaking the online Moodle course in research ethics and ob-
taining a certificate to show that you have passed the course, you should submit your appli-
cation for ethical approval to your supervisor via Moodle, and once your supervisor is
happy with it, submit it to the School's Ethics Officer via Moodle (Ethical Approval Forms;
LA). The Ethics Officer will consider your proposal and make a decision regarding your ap-
application (i.e., grant approval or reject application). If your application is rejected, you will
receive further guidance on how to approach your research and resubmit your application).

Conducting research with human participants without prior ethical approval constitutes ac-
ademic malpractice. If you are suspected of conducting research involving human partici-
pants without having obtained proper ethical approval, the matter will be referred to the
School's Ethics Committee which will review your case. The committee will generally award
a mark of 0 (zero) in such circumstances but may choose to award a more minor penalty de-
pending on the particular case. You may not have an opportunity to re-submit the work.

Please consult here the full School-level Ethics Policy.
The School's Ethics Committee chaired by Professor Chris Dolan.

PAGE 9- Examinations

Examinations

None of the PGT modules convened in CEB include centrally administered exams as a form
of assessment. Any class tests are administered within the school. However, very occasion-
ally, an optional module may be assessed by means of a centrally administered exam.

Exam dates for any optional modules using exams as assessment will be published in the
Exams Timetable issued by the University's Exams Office.

The timetable for modules taught in term 2 with exams taking place in the summer term
will be published in April.

You can access a personalised version of the exams timetable which shows all your cen-
trally 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 the academic department and Examinations of your
preferences by completing the Religious Observance Form.

Alternative Exam Arrangements

If you have a disability, learning difficulty, temporary disability, illness or other medical con-
dition that could affect your ability to take examinations, please discuss this with your Per-
sonal Tutor and Disability 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 dys-
lexic students, the use of a PC or amanuensis where the ability to write is seriously im-
paired, 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 
deadlines, which are listed online. If you miss these deadlines, the Exams Office will not be 
able to make the requested special arrangements.

The examination page, 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 obtain and sub-
mit to the PGT Office a medical note to cover your absence. 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 Exam Board will consider your case and may direct you to take the exam or an 
alternative assessment. Please see the Mitigating Circumstances page for further guidance.

PAGE 10 – Mitigating Circumstances

Mitigating Circumstances Form

Applications for Mitigating Circumstances to be considered must be submitted via the 'Mit-
igating Circumstances Portal' available on TABULA ('Personal Circumstances' tab). There is 
specific guidance on the Portal regarding how to make an application.

You may use this facility to make the PGT team aware of any mitigating circumstances 
which you believe may have adversely affected your performance either during the year or 
in examinations. Mitigating Circumstances are exceptional unforeseen short-term circum-
stances which 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 circum-
stances to be taken into account when decisions are made about the classification of award 
made at the end of the course.

It is important that you always tell your Personal Tutor/Departmental Adjustments and Dis-
ability Officer of any reasonable adjustment needs as early as possible to ensure that ap-
propriate support is put in place.

Before submitting your claim, please read the University Mitigating Circumstances guid-
ance.

Information provided by you as part of your claim is sensitive and will be treated confiden-
tially; in line with the General Data Protection Regulation (GDPR).
Your claim will be considered by the CEB Mitigating Circumstances Panel which will make a recommendation to the relevant Board of Examiners about your case.

The deadline for the submission of your claim is **3 weeks prior to the Exam Board meeting in September 2024**. Please note that claims submitted after this date will not be accepted after the deadline unless there are exceptional reasons.

If you wish to ask for an extension for a piece of assessed work, please use the extension request facility on TABULA.

**Mitigating Circumstances Panel**

The panel consider all mitigating circumstances.

Membership of the Mitigating Circumstances panel includes:

- Dr William Rupp (Chair of the Panel; Senior Tutor)
- Dr Lauren Bird (Director of PGT Liberal Arts)
- Dr Maria Gavris (School's Exams Officer)
- Dr Bryan Brazeau (Deputy Head of Department/School for LA)

**Guidelines for Mitigating Circumstances**

A PDF of the below guidelines can be accessed [here](#).

**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 so reasonable adjustments to assessments may not be in place. Both scenarios are dealt with through the University’s mitigating circumstances procedure. It is important that you always tell your Personal Tutor/Departmental Senior Tutor of any mitigating circumstances or reasonable adjustment needs as early as possible to ensure that appropriate support is put in place.

**Definition**

Mitigating circumstances are defined as:

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

In general terms, mitigating circumstances must be:

(a) significant (they have more than a minor impact on you),
(b) unexpected (you must have had no prior knowledge of the event),
(c) unpreventable (there was no reasonable steps you could have taken to prevent the event),
(d) relevant (you must be able to link the event, and its impact on the period for which your claim is being made)
(e) corroborated (it must be independently verifiable and the evidence must meet the University requirements).

**NOTE:** Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RA’s) policy which can be viewed here.

**University support for your mitigating circumstances**

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

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

**Confidentiality**

Information provided by you is sensitive and will be treated confidentially and in line with General Data Protection Regulations (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 cannot take into account circumstances that we are not told about. To ensure fairness to all students, it is your responsibility to fully disclose all relevant mitigating circumstances within the time frames laid down by your department. Once marks have been officially released to you, it is too late to submit mitigating circumstances and retrospective applications. Consequently, mitigation where a student did not wish to raise their issues until they received their results, will not normally be considered or accepted. All applications for mitigating circumstances are treated confidentially, and only a small number of staff will sit on the panel which decides the outcome.

What if I miss the deadline? It may not be possible to consider mitigating circumstances not submitted by the appropriate deadline. If this is the case then they can instead 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 or a Departmental Senior Tutor before submission (this allows you to be signposted to relevant University support services).
- You must fill out the mitigating circumstances form as published by your department AND ATTACH your independent evidence.
- All students MUST make their request to their home School/Department, unless it is an extension request for an individual piece of work which will have to be made to the School/Department owning the module.

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 or cold) then it will not normally be eligible. Similarly, typical short term assessment/examination stress and anxiety is expected and normal and might not meet the mitigating circumstance criteria. Students who have been diagnosed with long term mental or physical health conditions (e.g. anxiety, panic attacks) may be eligible for reasonable adjustments for study which are recommended by either the Mental Health and Well Being Team or Disability Services.

Students would need to provide additional evidence of worsening or new symptoms or any other circumstances that would have impacted on their academic performance during the assessment period to meet the mitigating circumstances criteria.
NOTE: Evidence of serious physical or mental illness must demonstrate that advice or treatment was sought at the time, or soon after any illness. Disclosure weeks or months later would not normally be eligible or will carry very little weight.

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

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

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.

The department will seek advice from the relevant Academic Director of Undergraduate or Postgraduate Studies to ascertain if the mitigating circumstance falls within the definition of mitigating circumstances.

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

- A permanent or chronic condition which you have already told us about and is covered by reasonable adjustments.
- Circumstances that do not relate to the assessment period in question unless independent evidence is provided which demonstrates the ongoing detrimental impact of a personal situation/medical condition.
- Minor illnesses, minor injuries (e.g. coughs, colds etc.) not requiring treatment from a qualified practitioner and that in a work situation would not normally lead to absence.
- Minor illnesses of relatives (unless you have substantial care or support responsibilities for the person).
- Examination stress and anxiety, unless a flare-up of a pre-diagnosed illness/condition.
Stress or symptoms of anxiety or low mood which do not meet the criteria or threshold for a diagnosis of an anxiety or mood disorder. • Pressure of academic workload.

• Computer, printer or other IT failure. • Temporary self-induced conditions, e.g. hangover.

• Travel disruption (e.g. traffic jams, delayed trains).

• Misreading or misinterpreting of an assessment title, assessment dates, time and deadlines.

• Claims submitted without independent supporting evidence.

• Assessment dates being clustered or close together unless there has been a specific recommendation for reasonable adjustments which includes spacing of assessment dates.

• Employment or other types of external work (unless due to hardship that could not be foreseen).

• Non-academic activities and events that can be planned (such as holiday, moving house, weddings, normal sporting events etc.) or that were foreseeable and preventable.

• Late disclosure of circumstances on the basis that the student did not feel comfortable submitting mitigating circumstances prior to the relevant Board of Examiners’ meeting where marks are confirmed (i.e. only submitting mitigation after they have failed an assessment.)

• Staff absence due to illness or other unforeseen circumstance.

• Ignorance of the regulations or examination or assessment arrangements.

Acceptable evidence

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

• Written by an independent qualified practitioner (letters from relatives are not acceptable); dated and written on headed or official notepaper and in English. If the letter is in another language you must provide both a copy of the original note and a certified translation into English. The University may seek to verify the accuracy of the translation provided.

• Photocopy or scanned evidence is acceptable;

• Written around the time you were experiencing your claim in order for an assessment to be made on the impact of your claim. Evidence written sometime after the event will not normally be accepted as it is not possible to evidence the impact of the claim on the individual during the period affected.

• 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 has been written sometime after the event.

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

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

For a guide on the type of evidence required see the table at the bottom of the page.

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 and Mental Health and Well Being 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.

Deadlines

Mitigating Circumstances must be submitted via the Mitigating Circumstances Portal by 31 August 2024 at the latest. Requests for extensions to the deadlines for submitting individual pieces of work must be made as soon as possible and definitely before the submission deadline.

Mitigating circumstances not submitted by the relevant deadline cannot be considered by the School and may only be considered by an Academic Appeals Committee as part of an academic appeal. An Academic Appeals Committee will not consider mitigating circumstances reported outside the deadlines as set out in this policy unless the student can demonstrate that there is an exceptional reason why the submission was not presented at the correct time which must be accompanied by independent supporting evidence highlighting why it couldn’t be presented before the deadline.
What happens next?

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

Other mitigating circumstances relevant for an exam board: Your evidence will be examined and impact of the mitigating circumstances, but not necessarily the circumstances themselves, will be graded (rejected, weak, moderate, severe) in confidence by a Mitigating Circumstance Panel (MCP) in your Department, after the departmental deadline for submission and before the Board of Examiners’ meeting. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided. The MCP may typically include the Senior Tutor, the Director of Undergraduate/Postgraduate Studies, the Head of Department, the Chair of the Board of Examiners, the Secretary to the MCP, or the Director of Student Experience. Individual Departments must publish the membership of their MCP’s in the Student Handbook and their membership may be different if appropriate. The Board of Examiners will be notified of the decision but NOT of your mitigating circumstances to ensure confidentiality.

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.
- Waive 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 of 3 credits 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 re-sit (examination)/re-submit (assessed work) opportunity. This would be as a final attempt so the marks will be capped at the pass mark and there will be no further opportunity to remedy failure.
- Allow you a further sit (examination)/submit (assessed work) opportunity. This would be as a first attempt so marks will not be capped and there will be a further opportunity to remedy failure. Any marks achieved in the subsequent attempt will count as the original mark.
- Subject to any restrictions imposed by accreditation or professional certification, recommend to award a Degree (or other qualification), or award of a higher class of degree than would be merited by the marks returned.

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.

Examples of evidence required for mitigating circumstances claims:
- 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:
  (i) Letter from health professional, or Disability Services, or Mental Health and Well Being on official, headed paper (or have an official stamp) confirming deterioration with dates AND
  (ii) Must be written at the time of the deterioration* AND
  (iii) 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:
  (i) 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
(ii) Must be recorded at the time* of the serious illness, accident or trauma AND
(iii) 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:
(i) A statement of impact on your ability to complete a piece of assessment; such as from a doctor or counsellor or Students' Union Advice Centre.

- 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:
(i) Letter from health professional on official, headed paper or have an official stamp confirming the circumstances with the dates AND
(ii) Evidence of closeness (e.g. statement from Personal Tutor, Student Support, counsellor or Students' Union Advice Centre) AND
(iii) Letter from health professional, or Student Support or counsellor explaining how the circumstances are affecting your ability to do the assessment.

OR FOR CARERS:
(i) Letter from health professional on official, headed paper or have an official stamp confirming the circumstances with the dates AND
(ii) Proof that you have substantial care and support responsibilities for the person

- Significant change in your employment circumstances beyond your control (part-time students only).

Evidence MUST include:
(i) Letter from employer confirming new working hours AND/OR
(ii) Statement from Personal tutor or Senior Tutor or Student Support or Students’ Union Advice Centre attesting to impact on student.

- 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:
(i) Letter from a doctor, solicitor or other professional person confirming the circumstances and dates (must be on official, headed paper) AND
(ii) 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:
(i) Evidence proving unforeseen financial hardship, e.g. bank statements showing your current financial circumstances AND/OR
(ii) Letter of support from Student Funding / Hardship Fund.

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

Other issues not listed:
Evidence provided must prove the circumstance exists (must be from independent source) with dates AND evidence from a doctor, nurse or relevant professional of how the problem is affecting your ability to do the assessment.

- 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:
(i) Report from Senior Tutor or Student Support Services or Students’ Union Advice Centre outlining nature of circumstance with dates affected AND
(ii) 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:
(i) Official police report giving the date of the crime OR a letter from health professional, or Senior Tutor, or Student Support or counsellor or Students’ Union Advice Centre explaining how the circumstances are affecting your ability to do the assessment. AND
(ii) Crime reference number.

PAGE 11 - Community, Values and Expectations

Warwick Community

Our Community Values and Expectations

At Warwick, we value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact. We nurture intellectual challenge and rational, rigorous debate. 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 within which all members of our community can successfully learn, work, live and socialise. We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for
the rights, safety and dignity of all. We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick’s core values and an understanding of the primary expectations of student members of the Warwick community.

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

- **What is expected of Students at Warwick**, which summarises key expectations for students and signposts to associated support.
- **Equal Opportunities Statement**, which explains the value we place on maintaining an inclusive environment where all can contribute and reach their full potential.
- **Dignity at Warwick Policy**, which sets out how our differences are respected and valued and how we aim to prevent and address harassment and bullying.
- **University Strategy**, which sets our vision as a world-class university and our values.
- **Warwick Student Community Statement**, which sets out the mutual aspirations and expectations of members of the University in fostering the vibrant, welcoming, and yet challenging, Warwick community to which we all belong.
- **University Calendar**, the main ‘rule book’ and includes ordinances and regulations which you need to be aware of, including examinations, cheating, use of computing facilities and behaviour.

As a Community, Engagement, and Belonging 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.

### 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 some 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 any 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. This attendance monitoring is a central university requirement and we use them as points of reflection on the course and for planning future actions.

### 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 department as soon as possible. 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. As a courtesy, please inform your seminar tutor so you can organise to catch-up. They will then be able to record your absence correctly. Failure to do this may result in your missing your monitoring points and other associated consequences.
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 what happens if you do not submit your work or you are absent from an examination, and what the next steps are to help you submit any necessary assessments.

**Progress**

You should submit all required work on Tabula before the deadline. 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 Special or Mitigating Circumstances.

**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.

It is extremely 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 students with a student visa 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.

You can find your monitoring points on your Tabula, under the ‘Attendance’ tab.

**Compliance with University Regulations**

As a member of the University of Warwick’s community you are expected to adhere to the standards expected by the University community in terms of intellectual integrity and ethical behaviours. You are expected to follow 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). In particular, your attention is drawn to the following:

- **Dignity at Warwick Policy**
- **Health and Safety Policies (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).

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, Postgraduate Hub, Wolfson Research Exchange, the Teaching Grid, etc. We also have a dedicated SCFS PGT Workroom - Ramphal R3.09 which is accessible via your university ID card.
- 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, LA/CEB 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, 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 to access the advice and guidance available on future career opportunities and the development of your personal skills.

Advice and Feedback Hours

Each member of academic staff will be available during their Advice and Feedback Hours. At these times you can expect staff to make themselves available in their office to see students on a drop-in basis without making an appointment. Each member of staff in the Department holds weekly office hours, which will be advertised by the staff member either on their webpage or on a sign by their office.

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
Wellbeing Support is located on the ground floor of Senate House. To access services, submit an enquiry via wellbeing.warwick.ac.uk, through wellbeing@warwick.ac.uk, or telephone 024 76575570.

You can find out about these services and how to access them on the Student Support website and the Warwick SU Advice Centre.

You can contact the Wellbeing Support Services Team by phone on 024 765 75570 or email on studentsupport@warwick.ac.uk.

Security Team

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

- Emergency: Internal system 999
- Phone number: 024 7652 2083 or internal extension 22083

Personal Tutor

Warwick’s Personal Tutor system is central to the network of support services which you can expect from the University. Every MASc 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 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 (please see relevant information on the Pastoral Care and Welfare section of the Handbook).

Your Personal Tutor should be available to discuss any issues or queries which you may have about your academic, social or personal life in relation to university and will in most cases be your first point of contact in the event that you ‘need to talk’. 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 can, and are encouraged to, contact your Personal Tutor at any point if you are experiencing difficulties.

Please refer to the Mitigating Circumstances page for advice when experiencing difficulties.

More information on the role of the Personal Tutor can be found in the Academic Support and Personal Development section of the Handbook.

Academic/Job application references

Please approach an appropriate member of the PG team for support with applications: a module convenor, the Director, Deputy Director or your Personal Tutor. They will be able
to support you in your application process, for example providing a reference letter or offering advice on your applications/research proposal. Please note that reference letters are not guaranteed and are provided solely at the academic’s discretion.

For academic course applications such as a PhD or a professional/vocational qualification, we would expect to be informed about the deadline of your application, the details of the programme that you are applying for and receive a draft of your statement around 1 month in advance.

PAGE 13 – Warwick Institute of Engagement Benefits

Warwick Institute of Engagement

Partnership with the Warwick Institute of Engagement

Students on this programme will benefit from a one-of-a-kind partnership with the Warwick Institute of Engagement (WIE), including:

▪ A two-year WIE Programme Fellowship: one year during students’ studies and one alumni year of fellowship. The year of alumni fellowship will enable students to continue developing networks beyond graduation. It will also help students to stay connected to Warwick as they work in their communities or take the next step in their international career.

▪ The opportunity to take WIE’s intensive Public Engagement postgraduate module, dependent on availability. This module is taught in conjunction with the Institute for Advanced Teaching and Learning (IATL).

▪ Involvement in WIE’s Learning Circles, allowing students to engage meaningfully in cutting-edge University-level discussions around public engagement.

▪ The opportunity to apply for an experienced WIE Mentor if students choose the Community-Based Learning Dissertation.

▪ Additional enrichment opportunities from WIE may also be available throughout the course of this degree.

PAGE 14 – Student life

Student Staff Liaison Committees (SSLCs)

SSLCs are committees made up of elected student representatives, called Course Reps, and members of staff called Academic Convenors. Once elected you will be able to find a list of your representatives on the SSLC display board in the LA corridor. 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 in the SSLC. Meetings will be held at least once 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 or its Secretary (both of whom are drawn from the student representatives 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 relevant University-level Committees. 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.

The SSLC notice board contains 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.

National Student Survey: PTES

The Postgraduate Taught Experience Survey (PTES) gathers opinions from taught postgraduates on the quality of their courses. The survey runs across all publicly funded Higher Education Institutions (HEIs) in England, Wales, Northern Ireland, and Scotland. The PTES 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 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 this and other student surveys 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 CEB programme, please contact the director of Postgraduate Taught Programmes in Liberal Arts, Dr. Lauren Bird.

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

Under certain defined circumstances postgraduate 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 this page in Word format. Appeals from postgraduate students against degree classification are administered by the Examinations Section of the Academic Office.
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 42 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 here. Appeals under Regulation 42 are administered by the Faculty Secretariat of the appropriate Faculty Board (please see the appeal form for further details and faculty contacts).

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

No other decisions of the 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.

PAGE 15 – Tutor Support and resources

Personal Tutor/Senior Tutor

A key source of academic support for students is their Personal Tutor. You will be assigned a personal tutor at the start of your course. The Senior Tutor oversees the personal tutor system, and should be the person to whom you speak if you have any issues or questions with your Personal Tutor. The Senior Tutor for SCFS is Dr William Rupp.

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 promptly (within the School’s three-working-day turnaround time) 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

NB: The personal tutor is not trained in emergency response, and cannot field emergency response requests. These should be directed to Emergency Services and Community Safety as appropriate.

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.

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 LA Department or 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. While 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. 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
- Russian
- Chinese
- Italian
- Spanish
- French
- Japanese
- Greek
- 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 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, e-resources, databases and course extracts. It also provides space in which to study 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.

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.

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

Student Careers and Skills

We have our own dedicated Employability and Placement Manager, Bodrun Nahar, bodrun.nahar@warwick.ac.uk.

Additionally, The Student Opportunity website 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 presentations and events focussing on specific sectors.

Work experience and volunteering opportunities

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

SCS 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.

**MyPortfolio** is one way to make the most of your Warwick Journey by capturing experiences and reflecting on learning, enabling you to build your c.v. so that you can more confident in applications and interviews.

You can book an appointment with a Careers Consultant via the **'View Available Appointments'** section on myAdvantage.

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**PAGE 16 – General Information**

### General Information

#### Departmental Contacts

The PG Administration team is located in R3.10-12 on the third floor of the Ramphal Building on the main University campus and the Liberal Arts administration is located in R3.38.

Ramphal is building number 53 on the standard campus map.

Staff work between the office and home and may not be on every day. However, you will be able to make contact with a member of the team either in or via email (liberal.arts@warwick.ac.uk) during working hours Monday-Friday.

Information on the department and its staff can be found on the People page.

The name and contact details of your Personal Tutor can be found on Tabula, under “Personal tutor”.
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.

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. Please read this guidance on what is appropriate before posting on University of Warwick pages.

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.

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 learn-
ing 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 mentalhealth@warwick.ac.uk.

Recording Seminars

Rules around the recording of seminars are different and require consent from all seminar participants.

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 LA department advising you of the postponement. This will be sent to your Warwick email address which you should check regularly. If possible, information may also be posted on the module Moodle page. 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 has a Health and Safety Services team.

In the Global Sustainable Development 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 the formation, implementation and development of safety policy by the Departmental Safety Officer (DSO).

Term Dates

Please note that the MASc is a 12-month full-time programme. The MASc modules in terms one and two follow the university 10-week undergraduate terms, but students are expected to engage with the programme throughout the calendar year. As such, postgraduate taught programmes do not have vacation periods other than university closures such as over the Christmas period. This is particularly important to note for students on student visas or other immigration permissions who wish to undertake some work, as the full year is considered as ‘term-time’.

We would expect postgraduates to manage their time and factor in short breaks at points in the year when there are fewer assessment deadlines and teaching is not taking place.

University Term dates are published online.

2023/2024

Campus Arrivals

Thursday 21 September 2023 to Sunday 24 September 2023
Welcome Week
Monday 25 September 2023 to Sunday 1 October 2023

Autumn Term
Monday 2 October 2023 to Saturday 9 December 2023

Spring Term
Monday 8 January 2024 to Saturday 16 March 2024

Summer Term
Monday 22 April 2024 to Saturday 29 June 2024