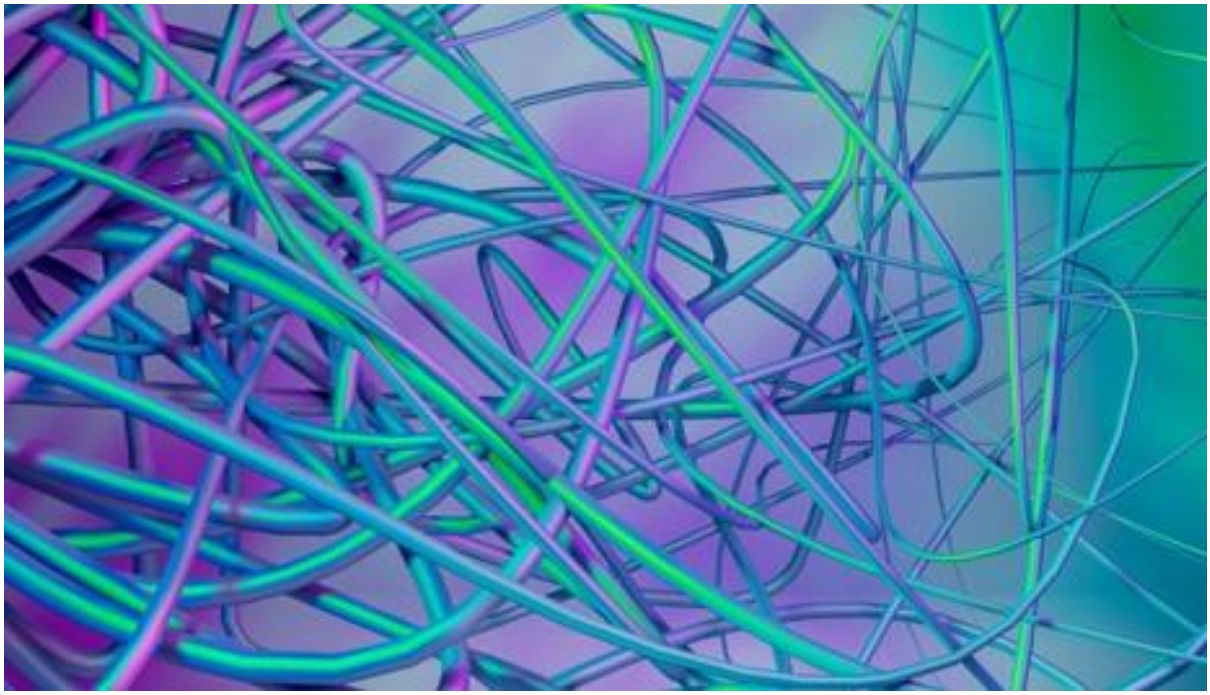
Welcome to the PGA Digital Education

Postgraduate Award Digital Education: innovation, people and practice

PGA DE Programme Handbook
2025/2026



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Programme website
https://warwick.ac.uk/fac/cross_fac/academic-development/coursesandpathways/pgade/

Programme email
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Departmental information

Welcome to PGA DE

Welcome to the Warwick Education Academy Postgraduate Award **PGA Digital Education: innovation, people and practice (PGA DE).** PGA DE is a blended-learning 30-credit level 7 course open to Warwick staff in teaching and student learning experience roles who have an interest in digital education, past, present and future.

The programme consists of one core module, studied over 28 weeks and is divided into three themes:

Theme 1: Human Relationships with Technology

Theme 2: Journeys with Technology

Theme 3: Technology to Support Learning and Development

This course will provide a theoretical understanding of current debates, challenges and opportunities in digital education from a technological, human and educational perspective. Participants will be encouraged to explore and interrogate their own relationship with the digital and how it intersects with their role in supporting teaching and learning, based on their own experience.

Introduction to PGA DE

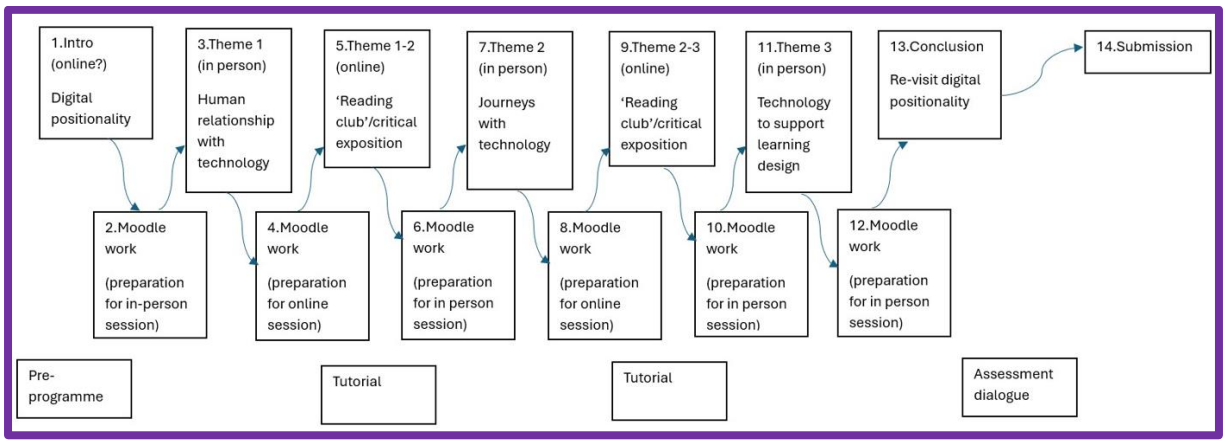
Understanding the way in which the digital intersects with our work is a vital facet of modern University life. As Warwick embeds its new Education and Student Experience Strategy 2030, the importance of the digital underpins may of these educational objectives, for example, that we are:

- Embracing new and emerging pedagogies to be sector leading in exploring learning design, technology and partnerships.
- Embedding current, inclusive, inspiring and relevant curricula and assessment
- Equipping students with confidence, agency and agility to achieve their current and future goals, supported by systems, structures and processes
- Designing the physical and digital campus to foster engagement, connection and community

As such, this course supports colleagues to think about current practices and to ask critical questions about what we do and why we do it, in a digital space. It encourages interrogation and exploration, giving colleagues the opportunity to work alongside peers from across campus, to think about the role of the digital in the student learning experience. We are hoping that some of the outcomes of this programme will lead to positive, wider change or shifts in practice and policy, in different spheres across Warwick.

However, we are also seeking individual growth for colleagues: a space for shared, devolved expertise in this course community and beyond, for humility and for a curriculum that espouses compassion. We acknowledge that finding time for continuous professional learning is hard, and so endeavour to balance the rigour of postgraduate study with a manageable workload which supports success in the programme assessment.

The programme is blended study: a combination of in-person taught sessions, online taught sessions, online reading groups and Moodle tasks. These activities are threaded together in the following way:



The programme is designed to incrementally progress across the three themes towards the summative assessment, so that by the time the taught elements have been completed, participants will feel equipped to complete the final assignments, drawing on formative work from the course.

The final assessed pieces are individual but will be supported by peer-based opportunities across the programme, so that participants' ideas can be shared, critiqued and supported by colleagues before being finally written up and submitted. Tutorial support will also enable participants to hone their ideas and keep the focus of their pieces relevant, manageable and scholarly.

The programme is designed and delivered by two colleagues in Warwick Education Academy with different experiences of digital education, but will also be supported by a number of specialist colleagues from across campus, who will input into the programme themes at key points. The rationale for this is the acknowledgement that expertise in digital education does not reside in just one place, and it gives participants the opportunity to see who is doing digital work across campus.

A culture of sharing will be enacted through and beyond the programme, with a vision that some course elements (not participant formative work) will be made available more widely to colleagues, through workshops or online resources. It is hoped that, after course completion, participants will wish to engage in dissemination of their ideas and learnings more widely, for the benefit of the Warwick community.

Finally, as participants on the programme will be working collectively, co-creating ideas and curating in digital spaces, it is hoped that the course Moodle itself will become a repository which colleagues can return to, beyond the course and that their access to this space will remain (within the boundaries of regulations), promoting a sustainable practice.

Departmental contact details

Email

Email us on pgade@warwick.ac.uk

How to contact the Programme Team

Contact the Programme Leads and / or Programme Administrator via email to pgade@warwick.ac.uk. Please note that this mailbox is monitored between 9am and 5pm Monday to Friday and we aim to respond to all PGA DE queries within 48 hours (weekdays).

Post

Please direct any post to PGA DE, Warwick Education Academy, SH2.08, Senate House, Central Campus, University of Warwick, CV4 7AL.

Location of the department

Warwick Education Academy is located on the second floor of the Senate House, in SH2.08, Central Campus, University of Warwick, CV4 7AL.

PGA DE teaching rooms are located on the central campus (timetable on the programme Moodle).

Procedures for contacting the department in emergencies

In the event of an emergency, please email the programme mailbox pgade@warwick.ac.uk and cc Programme Leads charlotte.h.stevens@warwick.ac.uk and s.hattersley@warwick.ac.uk with the Title: EMERGENCY in the first instance.

Communicating with students

We will communicate with you in the following ways:

- Via email to your Warwick staff email address,
- Via Moodle Announcements

Notifying students of cancelled seminars

In the event of a seminar cancellation, we will email you as much in advance as possible, and by 9am on the day of the seminar the latest.

Departmental IT support systems

To request IT support, please reach out to the Warwick IT Helpdesk
https://warwick.ac.uk/services/its/servicessupport/helpdesk/

Staff details

Programme Leads: Charlotte Stevens (SFHEA) and Sara Hattersley (SFHEA)

Programme Administrator: Amandeep Chhokar

Office hours

If you have any questions about the programme, it is best to use pgade@warwick.ac.uk

Office hours: Monday - Thursday: 09.00-17.30; Friday: 09.00- 16.30

Contact details

Programme Lead and Tutor: pgade@warwick.ac.uk

Programme Administrator: pgade@warwick.ac.uk

Modules taught

AT912-30 Digital Education: innovation, people and practice

Research interests

The Programme Leads' professional profiles, including research interests can be viewed on the People of ADC website.

General welcome information

Visit the following University websites for general welcome information for PG learners.

https://warwick.ac.uk/students/welcome/postgraduatecommunity/
https://warwick.ac.uk/students/welcome/

Students' Union (SU)

As a staff-student enrolled on this credit-bearing postgraduate award programme (PGA), you are a member of Warwick Student Union. To engage and/or learn more about the benefits from being part of the Union visit https://www.warwicksu.com/your-union/postgraduate/.

Disclaimers

Data protection information

The University of Warwick is committed to protecting the privacy rights of individuals who entrust the University with their personal data.

The University strives to comply with the **data protection principles**. The principles are that personal data shall be:

- processed lawfully, fairly and in a transparent manner (the lawfulness, fairness and transparency principle);
- collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes (the purpose limitation principle);
- adequate, relevant and limited to what is necessary in relation to purposes for which they are processed (the data minimisation principle);
- accurate and, where necessary, kept up to date (the accuracy principle);
- kept in an identifiable format for no longer than is necessary (the storage limitation principle); and
- processed in a manner that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing, and against accidental loss, destruction or damage, using appropriate technical and organisational measures (the integrity and confidentiality principle).

For more information on the data protection principles, view Data Protection.

To view the Data Protection Policy, visit Data Protection Policy.

Attendance requirements and monitoring

The PGA DE is a taught programme delivered during University terms 2 and 3. Attendance and engagement in all in person seminars, engagement with synchronous and asynchronous Moodle activities, and engagement with the assessment tasks are required in order to support provision of equal opportunities to successfully complete the programme.

You are required to attend all course elements. A register will be taken for each and participant progress noted and supported. Attendance and engagement will be registered and recorded by the PGA DE team administrator in the first instance, but will also form part of our commitment to personal tutoring. You should prepare fully for each scheduled session by doing the required reading and preparing any work (such as reading papers). Attendance and Moodle engagement monitoring serves to enable us (PGA DE staff) to support you throughout the programme, as well as evidence your engagement with the programme.

Should you, however, due to illness (incl. illness of people you hold caring responsibilities for) and/or other mitigating circumstances, wish to report absence, please notify us via pgade@warwick.ac.uk in the first instance. Our main aim is to enable and support your learning and successful completion of the programme, and therefore, we will endeavour to consider all circumstances leading to any absence and/or limited engagement with the programme before making any attendance/engagement-related recommendations/decisions. We are aware that there is often more than meets the eye when it comes to attendance and engagement, and that engagement itself can take many forms for different participants. On this note, we would like to encourage you to share any relevant information that may hinder your learning (e.g., additional needs or responsibilities) with us at your convenience.

In the event of absence from a session (online or in-person) we will offer tutorial support to enable you to catch up. Sustained absence may mean you consider temporary or permanent withdrawal from the programme but this is something we will always discuss with you.

Programme information

Programme aims

This course aims to enhance colleagues' theoretical and pedagogical knowledge of digital education, both professionally and personally. It invites participants to engage with peers in current debates, policies, challenges and opportunities in relation to higher education. Participants will be encouraged to interrogate the student digital learning experience from different perspectives, as well as immerse themselves in blended learning, and experiment with a range of digital tools, whilst maintaining a particular focus on wellbeing, and compassionate and inclusive pedagogies. They will also be encouraged to consider their contribution to disciplinary, departmental and/or institutional imperatives around digital education, empowering them to question or disrupt, and evaluate the quality and effectiveness of pervasive practices, ultimately leading to enhancement or change.

Information on additional programme costs

This programme is internal to Warwick and free of charge.

There are no additional course costs.

Programme Regulations

This programme consists of one 30-credit core module, AT912-30: Digital Education: innovation, people and practice and lasts 28 weeks.

Progression Requirements

You need to pass (achieve a minimum mark 50) both PGA DE assignments in order to progress and receive the postgraduate award.

Refer to Moodle for relevant key dates (incl. seminar dates/times, assessment deadlines, etc.).

Module

The core module for the programme is the 30-credit AT912-30: Digital Education: innovation, people and practice module lasting 28 weeks. The core teaching instruction takes place within the first 5 months of the module and the remainder of the time is dedicated to individual tutorials and the assessment completion.

Module Intended Learning Outcomes (ILOs)

By the end of the module, you will be able to:

ILO1. Critically explore a range of sources and perspectives on digital education and digital innovation, identifying challenges and opportunities, relevant to your context.
ILO2. Apply theoretical and pedagogical knowledge of digital education in relation to your own practice and other contexts effectively and ethically.
ILO3. Reflect (with peers) the past, present and future, in relation to digital higher education, identifying key initiatives and pedagogical framings, whilst also having an understanding and appreciation of institutional decision-making.
ILO4. Explore a range of digital tools appropriately, ethically, and reflectively considering their efficacy within teaching and student support contexts, whilst developing an openness and resilience to personal risk-taking.
ILO5. Examine how 'the digital' intersects with personal and educational contexts and how it impacts upon learning, with specific reference to accessibility, engagement, inclusion and wellbeing.
ILO6. Critically evaluate digital approaches relevant to your own context, advocating for effectiveness and change, based on robust, evidence-informed decision-making, with the student experience at heart.

Module Guidance

Calendar

The synchronous teaching instruction consists of:

- Introduction – Digital positionality (2hrs – online)
- Theme 1 - Human Relationship with technology (3hrs – in person)
- Theme 1-2 - 'Reading Club'/critical exposition (2hrs – online)
- Theme 2 - Journeys with technology (3hrs – in person)

- Theme 2-3 - 'Reading Club'/critical exposition (2hrs – online)
- Theme 3 - Technology to support learning design (3hrs – in person)
- Conclusion - Re-visit digital positionality (2hrs – online)

In addition, you are encouraged to participate in one-to-one personal tutorials (2hrs in total) offered across the duration of the programme (March and May as contact points, but an individual tutorial can be arranged at other times).

Please refer to Moodle for specific dates/times/locations of the seminars and tutorials.

Assessment submission deadlines

Submission deadlines are published on the course Moodle.

You must pass both assignments to complete the programme.

Return of feedback deadlines

The return of feedback deadline is 20 (working) days from the date of submission - refer to Moodle for the specific dates/times relating to both assessment feedback deadlines.

Department/course specific events

Refer to Moodle for information on all relevant events related to the PGA DE.

Assessment

There are two assignments:

- Blogpost or opinion piece (40%)
- Evaluative inquiry in digital education (60%)

You need to pass both assignments to complete the programme.

Assignment 1: Blogpost or opinion piece (40%) Word count: 750-1000 words

Overview

Write a blogpost or opinion piece for WONKHE, SEDA or similar audience which addresses important challenges and opportunities in relation to the future of digital education.

Drawing on the experiences of the critical peer discussions in our DigEd Reading sessions, write on a topic which is relevant to your context and which will engage your chosen audience and further the debate. There are different approaches you could take, for example:

- Reflections based on classroom experience - an observation you have made about digital practice which you could share more broadly. *For example, you might consider the how equitable classroom polling software is or how effective it is in relation to disciplinary pedagogies*.

- Policy critique – reflections and thoughts on decision-making around a recent change of ideas or direction, or perhaps, a discussion around an existing policy. *For example, your department could be considering a revised policy on Lecture Capture and you could explore this, critically.*

- Response to a media piece – your thoughts on a recent article or social media exposition, which is relevant to your context. *For example, a critique of a podcast about the state of HE student digital skills in relation to digital futures and employability.*

- Think piece on recent research – reflections and thoughts synthesising your own experiences with a recently published paper. *For example, a discussion related to a paper which explores the experiences of using a VLE for neurodivergent students.*

These are indicative only and you can feel free to choose an area of focus which is meaningful to you.

Requirements

Your blog post or opinion piece should:

- Clearly define a theme relevant to the audience for the piece, crafting a compelling headline or hook to engage readers.

- Present an argument or perspective based on evidence from your context and from wider sources in the field and/or literature.

- Share authentic, unique and/or personal perspectives which draw on the human relationship to the digital in learning, teaching and/or student support.

- Include a call to action, recommendation or invitation which looks to the future of digital education practice in Higher Education.

- Structure the piece for maximum readability, flow and accessibility and include keywords and descriptions that would make your piece discoverable.

The tone of your piece can be very individual (e.g. written to inform, but also to entertain; written as provocation) but should be targeted at professionals, staff or students in the Higher Education sector.

Related Learning outcomes

This assignment will meet the following learning outcomes:

i) Critically explore a range of sources and perspectives on digital education and digital innovation, identifying challenges and opportunities, relevant to your context.

ii) Apply theoretical and pedagogical knowledge of digital education in relation to your own practice and other contexts effectively and ethically.

iii) Reflect (with peers) the past, present and future, in relation to digital higher education, identifying key initiatives and pedagogical framings, whilst also having an understanding and appreciation of institutional decision-making.

v) Examine how 'the digital' intersects with personal and educational contexts and how it impacts upon learning, with specific reference to accessibility, engagement, inclusion and wellbeing.

Assessment criteria and grade boundaries

Grade	Comprehension	Analysis	Critique	Presentation
A: 70-100	Excellent understanding of how 'the digital' intersects with personal and educational contexts and its impact on learning. Convincing, evidence-informed perspective, with the student and/or staff experience at heart, considering a wide range of relevant sources related to digital education and interconnected fields. Literature is well understood and fully appreciated.	Strong synthesis of theoretical and pedagogical knowledge with personal perspectives, convincingly analysed, and applied purposefully to context in relation to digital education. Sophisticated and well-constructed arguments with intelligent commentary, relevant to the brief. Demonstrates a thoughtful analysis of how contextual (e.g. personal, institutional, sectorial) decision-making shapes digital education practices.	Demonstrates excellent understanding of historical and/or current perspectives on digital education, critically evaluates these viewpoints, and develops a well-reasoned and distinctive personal position. Skillfully contextualises sources and viewpoints while evaluating their contributions to Digital Education debates. Critical perspectives are demonstrated clearly in the assessed piece.	Excellent structure. Coherent argument expressed through clear, articulate, and/or imaginative writing. Excellent spelling, grammar, and syntax. Immaculate referencing and bibliography, including clear and comprehensive acknowledgement of the use of generative AI. Excellent presentation, adheres to assignment guidance (including length and style guide).
B: 60-69	Good understanding of how 'the digital' intersects with personal and	Good synthesis of theoretical and/or pedagogical knowledge, with personal perspectives,	Demonstrates commendable understanding of historical and/or	Good structure. Coherent argument expressed through clear,

Grade	Comprehension	Analysis	Critique	Presentation
	educational contexts and its impact on learning . Varied evidence-informed perspective with the student and/or staff experience at heart, using a good range of relevant sources related to digital education. Literature is well summarised and used in a relevant way.	carefully analysed, and applied well to context in relation to digital education. Well-constructed arguments with intelligent commentary, relevant to the brief. Demonstrates analysis of how contextual (e.g. personal, institutional, sectorial) decision-making shapes digital education practices.	current perspectives on digital education, critically evaluates these viewpoints, and develops a well-reasoned and distinctive personal position. Clear contextualisation of sources and viewpoints and an ability to evaluate their contributions to Digital Education debates. Critical perspectives are demonstrated clearly in the assessed piece.	articulate, and/or imaginative writing. Very good spelling, grammar, and syntax. Accurate referencing and bibliography, including clear and comprehensive acknowledgement of the use of generative AI. Very good presentation, adheres to assignment guidance (including length and style guide).
C: 50-59	Sound understanding of how 'the digital' intersects with personal and educational contexts and its impact on learning. Some evidence-informed perspective with the student and/or staff experience at heart, using a fair range of sources related to digital education. Literature is understood.	Application of theoretical and/or pedagogical knowledge, with personal perspectives and some analysis, applied to context in relation to digital education. Arguments are presented with some pertinent commentary, relevant to the brief. Demonstrates some analysis of how contextual (e.g. personal, institutional, sectorial) decision-making shapes digital education practices.	Demonstrates sound understanding of historical and/or current perspectives on digital education, evaluates these viewpoints, and develops a personal position. Sensible contextualisation of sources and some evaluation of contributions to Digital Education debates.	Competent structure. Some argument expressed through writing. Good spelling, grammar, and syntax. Satisfactory referencing and bibliography, including acknowledgement of the use of generative AI. Good presentation, adheres mostly to assignment guidance (including length and style guide).

Grade	Comprehension	Analysis	Critique	Presentation
			Some critical content is presented in the assessed piece.	
D: 40-49	Unclear understanding of how 'the digital' intersects with personal and educational contexts and its impact on learning. Decision-making may not always be evidence-informed, or the student and/or staff experience less central, but with some sources related to digital education. Some evidence of reading and understanding of the literature.	Unconvincing deployment of theoretical and/or pedagogical knowledge, with personal perspectives, with some attempt at analysis applied to context in relation to digital education. Introduction of basic concepts in commentary, with some relevance to the brief. Demonstrates limited analysis of how contextual (e.g. personal, institutional, sectorial) decision-making shapes digital education practices.	Demonstrates limited understanding of historical and/or current perspectives on digital education and limited evaluation of these viewpoints. Provides little evidence of reasoned personal position. Some contextualisation of sources. Limited evaluation of contributions to Digital Education debates. Criticality is absent for the most part.	Satisfactory structure. Unconvincing argument expressed through writing. Satisfactory spelling, grammar, and syntax. Satisfactory referencing and bibliography, including acknowledgement of the use of generative AI, although there could be some gaps. Satisfactory presentation, which may not entirely adhere to guidance (including length and style guide).
E: 0-39	Limited understanding of how 'the digital' intersects with personal and educational contexts and its impact on learning. Student and/or staff experience or evidence base not considered. Few relevant sources used.	Lack of an analytical approach with no deployment of theoretical and/or pedagogical knowledge, nor any personal perspectives expressed. Lacking analysis applied to context in relation to digital education. Introduction of basic concepts in commentary, but which may be of less or no relevance to the brief. Lack of analysis of how contextual (e.g. personal,	Lack of understanding of historical and/or current perspectives on digital education and little or no evaluation of these viewpoints. Personal position is unclear. Lack of contextualisation of evaluation and evaluation of contributions to Digital Education debates.	Unstructured. Lack of argument expressed through writing. Challenges with spelling, grammar and syntax which affect understanding or readability. Incorrect use of referencing and/or bibliography conventions, including lack of any acknowledgement of the use of generative AI. Lacking in presentation, and non-adherence to guidance.

Grade	Comprehension	Analysis	Critique	Presentation
		institutional, sectorial) decision-making shapes digital education practices.	Criticality is absent.	

Assignment 2: Evaluative inquiry in digital education (60%) Word count: 2500 words (60%)

Overview

Select a specific area of policy or practice related to the digital experience of students in your department, division or group and conduct an evaluative inquiry.

What is an evaluative inquiry?

An evaluative inquiry is a systematic process used to assess the value, effectiveness, or impact of a specific area of policy or practice. It involves collecting and analysing data to make informed judgments and decisions. This type of inquiry is often used in educational, social, and organisational contexts to improve practices and outcomes.

Produce a report on an evaluative inquiry focused on a specific area of practice or policy related to the digital experience of students in your department.

Some examples of an evaluative inquiry might be:

- Explore current student and/or staff practices relating to AI use and develop an AI policy for your group.
- Critically evaluate current disciplinary signature pedagogies in light of digital advancements, and make a case for the introduction of new approaches.
- Carry out a piece of action research in the classroom, comparing the student experience of two different polling tools, for formative assessment.
- Carry out a digital audit of a group of modules, exploring current practice, tools and approaches, identifying issues and making recommendations for change.

These are indicative only and you can feel free to choose an area of focus which is meaningful to you.

Requirements

The evaluative inquiry should:

- Investigate a current practice or policy in relation to student digital experience;
- Explain why you chose this particular area of policy or practice on which to base your inquiry;

- Explain how you went about the inquiry and what outcome you aimed to achieve;
- Evaluate the strengths, challenges and opportunities of the practice or policy, with specific reference to accessibility, engagement, inclusion, and wellbeing;
- Provide a discussion of your findings and their implications for future practice;
- Make evidence-informed recommendations for changes, improvements or developments for the future;
- Consider the use and efficacy of a range of digital tools relevant to your own context
- Apply relevant theoretical and pedagogical knowledge of digital education gained through the programme.

The report can be presented in a digital format of your choice, for example, a Word document, a recorded audio, a video, a set of slides with a commentary. 2500 words is equivalent to 17 minutes recording time.

This assignment will meet the following intended learning outcomes:

ii) Apply theoretical and pedagogical knowledge of digital education in relation to your own practice and other contexts effectively and ethically.

iv) Explore a range of digital tools appropriately, ethically, and reflectively considering their efficacy within teaching and student support contexts, whilst developing an openness and resilience to personal risk-taking.

v) Examine how 'the digital' intersects with personal and educational contexts and how it impacts upon learning, with specific reference to accessibility, engagement, inclusion and wellbeing.

vi) Critically evaluate digital approaches relevant to your own context, advocating for effectiveness and change, based on robust, evidence-informed decision-making, with the student experience at heart.

Assessment criteria and grade boundaries

Grade	Comprehension	Analysis	Critique	Presentation
A: 70-100	Excellent understanding of how 'the digital' intersects with personal and educational contexts and its impact on learning.	Strong synthesis of theoretical and pedagogical knowledge, with convincing analysis, and applied purposefully to the institutional context in	Excellent critical consideration of the range and efficacy of digital tools and/or approaches relevant to own context, advancing an evidence-based professional perspective.	Excellent structure. Coherent argument expressed through clear, articulate, and/or imaginative writing or speech. Excellent spelling, grammar, and syntax in written form.

Grade	Comprehension	Analysis	Critique	Presentation
	Convincing, evidence-informed decision-making with the student and/or staff experience at heart. Literature is well understood and fully appreciated.	relation to digital education. Sophisticated and well-constructed arguments with intelligent commentary, relevant to the brief. Rigorous investigation of current practice or policy in relation to digital experience and of the implications for future practice.	Robust, thorough and wide-ranging critical evaluation of practice or policy with specific references to accessibility, engagement, inclusion and wellbeing.	Immaculate referencing and bibliography, including clear and comprehensive acknowledgement of the use of generative AI. Excellent presentation, adheres to assignment guidance (including length and style guide).
B: 60-69	Good understanding of how 'the digital' intersects with personal and educational contexts and its impact on learning. Varied evidence-informed decision-making with the student and/or staff experience at heart. Literature is well summarised and used in a relevant way.	Good synthesis of theoretical and/or pedagogical knowledge, with careful analysis, and applied well to the institutional context in relation to digital education. Well-constructed arguments with intelligent commentary, relevant to the brief. Sound investigation of current practice or policy in relation to digital experience and of the implications for future practice.	Good critical consideration of the range and efficacy of digital tools and/or approaches relevant to own context, with an evidence-based professional perspective. Clear and thorough critical evaluation of practice or policy with specific references to accessibility, engagement, inclusion and wellbeing.	Competent structure. Coherent argument expressed through clear, articulate, and/or imaginative writing or speech. Excellent spelling, grammar, and syntax, in written form. Accurate referencing and bibliography, including clear and comprehensive acknowledgement of the use of generative AI. Very good presentation, adheres to assignment guidance (including length and style guide).
C: 50-59	Acceptable understanding of how 'the digital' intersects with personal and educational contexts	Application of theoretical and/or pedagogical knowledge, with some analysis, and applied to the institutional context in	Some critical consideration of the range and efficacy of digital tools and/or approaches relevant to own context, providing	Good structure. Some argument expressed through writing or speech. Good spelling, grammar, and syntax, in written form.

Grade	Comprehension	Analysis	Critique	Presentation
	and its impact on learning. Some evidence-informed decision-making with the student and/or staff experience at heart. Literature is understood.	relation to digital education. Arguments are presented with some pertinent commentary, relevant to the brief. Some investigation of current practice or policy in relation to digital experience and of implications for future practice.	some evidence-based professional perspective. Some critical evaluation of practice or policy with reference to accessibility, engagement, inclusion and wellbeing.	Satisfactory referencing and bibliography, including acknowledgement of the use of generative AI. Good presentation, adheres to assignment guidance (including length and style guide).
D: 40-49	Unclear understanding of how 'the digital' intersects with personal and educational contexts and its impact on learning. Decision-making may not always be evidence-informed, or the student and/or staff experience less central. Some evidence of reading and understanding of the literature.	Unconvincing deployment of theoretical and/or pedagogical knowledge, with some attempt at analysis applied to the institutional context in relation to digital education. Introduction of basic concepts in commentary, with some relevance to the brief. Limited investigation of current practice or policy in relation to digital experience and of the implications for future practice.	Limited critical consideration of the range and efficacy of digital tools and/or approaches relevant to own context with either evidence-base or professional perspective. Limited critical evaluation of practice or policy with partial reference to accessibility, engagement, inclusion and wellbeing.	Satisfactory structure. Unconvincing argument expressed through speech or writing. Satisfactory spelling, grammar, and syntax, in written form. Satisfactory referencing and bibliography, including acknowledgement of the use of generative AI, although there could be some gaps. Satisfactory presentation, adheres to assignment guidance (including length and style guide).
E: 0-39	Limited understanding of how 'the digital' intersects with personal and educational contexts	Lack of an analytical approach with no deployment of theoretical and/or pedagogical knowledge, nor analysis applied to the institutional context	Lack of critical consideration of the range and efficacy of digital tools and/or approaches relevant to own context	Unstructured. Lack of argument expressed through speech or writing. Challenges with spelling, grammar and syntax, in

Grade	Comprehension	Analysis	Critique	Presentation
	and its impact on learning. Student and/or staff experience or evidence base not considered. Few relevant sources used.	in relation to digital education. Introduction of basic concepts in commentary, but which may be of less relevance to the brief. Lack of investigation into current practice or policy in relation to digital experience and of the implications for future practice.	with no evidence-base or professional perspective. Lack of critical evaluation of practice or policy with no reference to accessibility, engagement, inclusion and wellbeing.	written form, which affect understanding or readability. Incorrect use of referencing and/or bibliography conventions, including lack of any acknowledgement of the use of generative AI. Lacking in presentation, and non-adherence to assignment guidance.

Marking criteria and marking scales

As per the institutional guidelines for postgraduate study, pass will be awarded for mark between 50-59, merit will be awarded for mark between 60-69, and distinction for mark 70 and above.

Academic Integrity

The University policy and guidance

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas (incl. literature, as well as co-creation), declaring the extent of and rationale behind the use of a generative Artificial Intelligence technology (GAIT or GenAI), and being proud of our own achievements. Exercising academic integrity is at the very heart of what enables learning and supports academic success, while the abuse of academic integrity encourages the opposite outcome.

Practices and actions that undermine academic integrity (academic misconduct) have the capacity to diminish the value of the University's awards to their holders.

To ensure academic integrity, assessments must be equitable, valid, and reliable, and work submitted for assessment must include the University's standard declaration of originality to indicate their understanding of the Regulation 11 Academic Integrity.

Academic misconduct are acts or omissions by a learner which give or have the potential to give an unfair advantage in assessment or might assist someone else to gain an unfair advantage, or an activity likely to undermine the integrity essential to scholarship and research. An advantage is unfair

if it is, or is indented to be, obtained by an act specifically disallowed in this Regulation, or if it goes against the principles of academic integrity underpinning this Regulation.

Forms of academic misconduct include, but are not limited to, the following:

- Plagiarism
- Collusion
- Contract cheating
- Submitting fraudulent mitigating circumstances claims.

Visit the Regulation 11 Academic Integrity website and the Celebrating academic integrity website for more information on academic integrity and academic misconduct, including the University academic integrity policy and guidance.

Crediting work of others, declaring co-creation, and declaring use of GAIT (or GenAI)

Please ensure that all work submitted is your own, that you have intellectual ownership of it, that you always credit the work of others with appropriate referencing, and that you declare any co-creation and the use of GAIT (or GenAI).

If any part of your work has been co-created (with a colleague and/or students), please disclose this and specify the nature, the purpose, and the extent of the co-creation. If in doubt about what is acceptable in your assessed work, and how to disclose this information, refer to Moodle (relevant learning materials and assessment information).

If you decide to use a generative Artificial Intelligence (GAIT/GenAI) in the process of completing the PGA DE assessment, you must declare its use clearly in the GAIT Declaration section before the References (refer to Moodle for details). In such instance, please declare the following:

- Which GAIT was used,
- Where/when was this GAIT used,
- What was this GAIT used for and why.

You will also need to confirm in your declaration that the work remains yours and you have intellectual ownership of it. You may be called for a viva or other interview to demonstrate such intellectual ownership. A failure to disclose the use of GAIT, or the use of a misleading description of its use, or a failure to disclose co-creation may have significant consequences for your studies. To enable you to complete the declaration effectively, please keep logs of GAIT usage, including prompts, responses, and your rationale so that these can be produced when requested. Please also keep detailed records of your interactions during human collaborations.

Refer to Moodle for specific guidance on how to declare co-creation and the use of GAIT/GenAI in the PGA DE assessment.

Visit the ADC Artificial Intelligence in learning and teaching for more guidance on the use of GAIT.

Visit the University level guidance webpage for more information on the Warwick AI policy.

Submission

You are expected to submit the PGA DE assignments on time. Both assignments are submitted via Moodle and all assignment submission information (incl. briefs and submission deadlines) is available on Moodle.

Should you anticipate late submission, non-submission, or would like to request an extension – see the relevant sections below.

Late submission

You are expected to submit the PGA DE assignments on time. Both assignments are submitted via Moodle.

Should you miss the submission deadline, without any formal extension (self-certification or specific extension due to mitigating circumstances), you can submit late up to 5 working days after the original deadline. Note that in line with the University guidance, 5 percentage penalty points per working day will be imposed for the late submission work of work where no formal extension had been granted. This means that a late piece of work that would have scored, for example, 65 had it be handed in on time, would be awarded 60 if it were one day late E.g., if the original submission deadline is 10am on a Monday, your late submission will be accepted (via Moodle) until 10am on the following Monday – after that the late submission portal will close and your unsubmitted work will be recorded as non-submission and awarded mark 0.

This applies to the original submission and the extension deadline.

Non submission

In the event on non-submission of an assignment, it will be recorded as non-submission, awarded mark 0, and you will be advised on how to resubmit the assignment.

This applies to the original submission and the extension deadline.

Resubmission

If a piece of work does not meet the requirements for a pass, participants will be offered one opportunity to revise and resubmit their work. Prior to resubmission you will have the opportunity to discuss the work with the your tutor. If you are required to resubmit you will be given a deadline by which to do this and the work will be resubmitted through Moodle.

As per the University policy, any resubmitted work is capped at mark 50.

This applies to the original submission and the extension deadline.

Extension

Extensions within the programme registration period

This programme is designed to be completed within 28 weeks (across terms 2-3) with the final assessment submitted in term 1 of the same calendar year.

There are two types of extensions for assessed work on the PGA DE:

- **Self-certification Extension (SCE)** | A request to extend an assessment deadline by 5-working days (the self-certification period) per each assignment.

An SCE is an automatic 5-working day extension to deadline(s), requested by the student and automatically accepted on eligible assignments without the need for academic judgment and independent evidence. This is managed via email to pgade@warwick.ac.uk and must be requested before the assessment submission deadline.

- **Specific Extension (SE)** | A request to extend a deadline of an individual assignment by any length but which may be more than 5-working days (OR less if the student has used up all their self-certification requests to date).

This specific extension is determined by academic judgment and individual student circumstances, normally with the requirement of independent evidence. This is managed via email to pgade@warwick.ac.uk and must be requested before the assessment submission deadline.

If you are not able to submit by the initial deadline you should discuss this with the Programme Lead (via email to pgade@warwick.ac.uk) at your earliest convenience and request extension before the submission deadline (you can do this up to 5 working days prior to deadline). Should you miss the submission deadline without any formal extension request, the non-submission or late submission (depending on circumstances) rules will apply.

Only the extension requests based on mitigating circumstances will be considered. Mitigating Circumstances are unforeseen events or circumstances which have a significant negative impact on your ability to successfully complete, or study effectively in preparation for, summative assessment tasks such as essays, written or oral examinations, or assessed presentations. For guidance on the policies and procedures around mitigating circumstances please visit the University mitigating circumstances website. You should submit all mitigating circumstances claims, self-certification claims and deferral of assessment requests through email to pgade@warwick.ac.uk in the first instance (you will be advised whether your claim/requests needs to be submitted in Tabula as well).

If for any reason you believe that you will not be able to complete the programme within its 12-month period, discuss this with the Programme Lead in the first instance.

Extension beyond the programme registration period

If, for any reason, you believe that you will not be able to complete the programme by the expected completion date, you should discuss this with the course tutor, by contacting pgade@warwick.ac.uk at your earliest convenience.

A request for this extension should be submitted before the programme end date using Student Records Requests in Student Records Online. This request will be sent to your department and Student Administrative Services and if this is supported, Student Records will write to you confirming the details of the extension.

https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod/

Moderation

Your work will be assessed by the course tutors. The moderation method on the PGA DE is sampled moderation, and will involve academic colleagues from the wider Warwick Education Academy department.

Sampled Moderation means that a sample is selected for *moderation.*

The sample will contain a meaningful proportion of the total candidates, which will enable the purposes of moderation to be achieved. The purpose of the sample is to ensure fair marking and enable the moderator (i) to establish that marking is consistent in line with the marking criteria and learning outcomes; and (ii) to confirm that marking at the boundaries of each classification band is accurate.

Sampling will include:

- examples from each represented class boundary;
- all samples that received marks below 50 (fail);
- examples of the high first-class range and above (88% and above);
- any individual candidate(s) the first marker finds significantly difficult to mark.

Release of marks and feedback

Marks and feedback will be available to participants within the university guidelines of 20 working days.

If your submission is successful, then your feedback will focus on areas which may be valuable for future development. If your work requires further development, feedback will offer recommendations to enable you to revise your work.

A sample of work will be shared with the External Examiner as part of the quality assurance process prior to the final Award judgment being made. Samples for scrutiny will be selected to reflect an appropriate range of assessed work across the PGA DE to ensure fairness and consistency.

Retention of assessed work

Participants must keep all assessed work until after the final Examination Board. We encourage you to keep copies of all documentation wherever possible. Peer dialogue Presentations will be audio recorded and transcribed using Teams for auditing and external examining purposes.

As submission for this course are electronic, there is no issue of returning assessed work.

Confidentiality is strictly maintained and no access to copies of assessed work is permitted to any persons without your permission, other than those directly involved in assessment procedures and those undertaking course review under quality assurance arrangements recognised by the University.

1. Please note that your work may be retained for up to three years by Warwick Education Academy for auditing purposes.

2. Confidentiality is strictly maintained and normally no access to assessed work is permitted to any persons other than those directly involved in assessment procedures and those undertaking programme review under quality assurance arrangements recognised by the University.

3. In certain instances, where your work (or an element within it) demonstrates what is agreed to be good practice, you may be asked to confirm that you have no objection to it being anonymised and used in the Warwick Education Academy teaching materials, etc.

External examination

All work submitted on the PGA DE will be considered at a formal Examination Board, and a sample of work will be made available to the External Examiner for review. Official feedback and formal confirmation of distinction/merit/pass/refer can only be made after the meeting of the Board of Examiners has taken place. Candidates must be available for interview by an External Examiner if required. The PGA DE board usually takes place between November and December and a specific date is announced via Moodle.

The External Examiner is always an experienced colleague from another institution with significant knowledge and understanding of the discipline and qualifications being examined. The role of the External Examiner is to ensure that the course is comparable in standard to similar courses at other universities within the United Kingdom, that the assessment processes are fair and that the awards made to students are appropriate.

Academic Appeals

There is no right of appeal against:

- the academic judgement of examiners;
- the requirement to resubmit work

Should there be evidence of procedural irregularities in the conduct of assessment, or evidence of prejudice or bias during the assessment process an appeal would be considered. In line with University policy for appeal on postgraduate courses if you feel that arrangements on the course are inadequate you are be expected to make a complaint at an earlier stage or explain why they failed to provide evidence of this before the assessment process.

Students should submit all mitigating circumstances claims, self-certification claims and deferral of assessment requests through email to pgade@warwick.ac.uk.

The Supporting Students to Succeed web page describes and signposts policies to help students, e.g. mitigating circumstances policy, deferral of assessments, self-certification.

Temporary withdrawal

Under University Regulation 36.1, students may request periods of temporary withdrawal for a minimum of 3 months, for the following reasons:

- Financial (Student proactively seeks a period of temporary withdrawal in order to make arrangements to cover tuition fees and maintenance for the remainder of their period of study.);
- Medical (e.g. long-term illness, including depression; surgeries that prevent a student from attending their course of study for an extended period of time);
- Parental (Please refer to the Parental Policy for further information)
- Personal (non-exhaustive list):

Students requesting temporary withdrawal on medical or health/social care related grounds must supply a recent medical note from a health/social care professional in support of their request.

Requests for temporary withdrawal must be submitted via the electronic request form found at Student Records On-line.

Note | If you are considering a temporary withdrawal, we would like to strongly encourage you to discuss any of your relevant individual circumstances with the course tutor.

Permanent withdrawal

Permanently withdrawing from your studies means that you have decided to stop studying at the University of Warwick and that you have no intention of returning to continue your programme of study in the future.

Once a decision to withdraw permanently is made, you should complete the form on the Student Records Online, which will submit it to your department. You will need to provide your last date of attendance and select a reason for your withdrawal.

Your department will confirm the last date of attendance and this will be processed by Student Records. You will be notified in writing.

Please refer to the University guidance here:
https://warwick.ac.uk/services/academicoffice/studentrecords/pwd

Note | If you are considering a permanent withdrawal, we would like to strongly encourage you to discuss any of your relevant individual circumstances with the Programme Lead.

Pastoral Care and Support

Student Voice and Student-Staff Liaison Committees (SSLC)

Student-Staff Liaison Committees (SSLCs) operate across the University and are made up of elected student representatives, known as Course Reps, and members of departmental staff. They provide an accessible arena for students to discuss, with staff, issues connected to teaching, learning and student support.

The Warwick Education Academy has an SSLC made up of:

- Staff-students who are enrolled on credit bearing Post-Graduate Awards (PGAs)
- Staff-participants who are on non-credit bearing pathways (APP EXP, APP PGR and APP TE)
- Two members of Warwick Education Academy staff (including one who acts as Staff SSLC Convenor).

The SSLC provides an opportunity for Warwick Education Academy to consult with staff-students and staff-participants and receive feedback on new proposals. The SSLCs does not consider matters relating to named members of staff or students.

The remit of the SSLC is to give voice to participants on the following topics:

- Course content and delivery (but not individual members of staff), including changes to course structures and proposals for new courses
- Assessment, including feedback on assessment
- Skills development
- Progress monitoring
- Timetabling
- Support and guidance
- Library provision
- IT issues and availability of e-learning resources (e.g., digital resources)
- Careers advice
- Departmental liaison with the Library, IT and Careers, and induction and training arrangements
- Other academic resources, including accommodation, seminar size, timetable.

SSLC Representatives

SSLC representatives commit to attending three SSLC meetings per year (online or in person); consulting with other programme participants; discussing matters raised with the SSLC Committee; contributing to the agenda of committee meetings; and reading the minutes of previous meetings.

SSLC contact

The Warwick Education Academy SSLC website is https://warwick.ac.uk/fac/cross_fac/academic-development/community/sslc and contacts are Dr John Kirkman john.kirkman@warwick.ac.uk and Will Haywood w.haywood@warwick.ac.uk.

For further information on SSLC visit the SU weblink: https://www.warwicksu.com/sslc/

How to get involved

The PGA DE team will support you to elect a SSLC representative (or to become one) in the first 30 days of the programme. More than one representative will be welcome if there is sufficient interest in the cohort. The elected SSLC representative(s) will then be announced via Moodle.

To get involved in SSLC, email the course tutor on pgade@warwick.ac.uk in the first instance and you'll be advised of the next steps.

Student Feedback

We value your feedback and will be inviting you to share your thoughts on the content, process, design and delivery of the course at several points. This feedback will be directed and will be both informal and more structured at different points in the programme.

However, you are also invited to share your feedback and comments with us at any point during the programme, by emailing pgade@warwick.ac.uk – we encourage formal, informal, written, oral, brief, detailed feedback on our practices throughout the programme and after, and we will respond to it all in a timely manner preferred by you (written, oral).

More specifically, as this course is predicated on compassionate pedagogy and gives emphasis to process, as much as product, we will be seeking collegial contributions from participants on the course as to how effective that approach has been, with a view to supporting future programme design in Warwick Education Academy and beyond.

Complaints procedures

Complaints concerning the quality of teaching or of pastoral care on the programme should in the first instance be brought to the attention of the Programme Lead. You can read more about our Complaints process via our website at https://warwick.ac.uk/fac/cross_fac/academic-development/complaints.

We take all complaints and suggestions seriously and will respond to all points raised.

University Information

Community

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

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

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

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

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

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

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

Report and Support, what is…

Sexual Misconduct

Discrimination

Bullying and harassment

Relationship abuse

Hate crime/incidents

Our values, the principles that set out expectations of how we behave as a University community, both as individuals and as an institution.

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

Dignity at Warwick, setting out the policy that outlines unacceptable behaviours and the process on reporting and dealing with inappropriate behaviour.

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

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

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.

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

For all students

Feedback and Complaints

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

While we are committed to providing high quality services to all our students throughout their University experience, if there is something that goes wrong and you want assistance to resolve, we have an accessible and clear procedure which you can use to make a complaint (http://warwick.ac.uk/studentfeedbackandcomplaints/).

Health, Safety and Wellbeing Policy Statement

http://warwick.ac.uk/services/healthsafetywellbeing/guidance/handspolicy

Smoking Policy

http://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy

Anti-Bribery Policy

https://warwick.ac.uk/services/gov/university-policies/antibribery/

Online and Social Media Communications Policy

https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/

Recommended IT Device Specifications

During the 2024/5 academic year and beyond, students will need a personal computing device. As a result, we have produced central guidance on the recommended specification for any device students use to undertake their academic work.

We have good quality IT workspaces and computing labs on campus, but due to the potential for ongoing social distancing or periods of self-isolation, we are advising all students during the 2024/5 academic year to have a personal computing device.

Postgraduate Students

Postgraduate Taught

Regulation 37; Regulations Governing Taught Postgraduate Courses:

http://warwick.ac.uk/regulation37

Rules for Award

Right to Remedy Failure

Maximum Periods of Study

Masters Skills Programme

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

Selected highlights

Warwick Skills Portfolio Award: tailored by you to meet your personal development needs, this award encourages you to work towards your own goals and reflect on your learning experiences

Leadership Scheme: this scheme runs during the spring term and is designed to support students in developing their leadership skills whilst at Warwick.

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

For more information:

http://warwick.ac.uk/skills/events/mastersworkshops

skills@warwick.ac.uk

@warwickskills

PG Hub

PG Hub is a peer-led collaborative community space that brings together postgraduates from across Warwick. PG Hub is located in Junction Building (card access and PG only)

At PG Hub you can:

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

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

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

For more information:

http://warwick.ac.uk/pghub/postgraduate_hub

#WarwickPGHub

pghub@warwick.ac.uk

Learning Resources and Student Experience Support

Library

The Library has a designated Academic Support Librarian (ASL) for each academic department. The Academic Support Librarians are able to provide advice about Library services and resources for staff who are planning courses or putting together course materials and module websites. They can arrange bespoke information literacy / research training which can be embedded at module or course level. Some examples of approaches can be seen by looking at the Student as Researcher programme:

https://warwick.ac.uk/services/library/staff/student-as-researcher/.

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

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

Visit the Library website at: http://warwick.ac.uk/library for general information, and to subject web pages at: http://warwick.ac.uk/library/subjects/ for support in starting research in their subject area. Regular news and updates can be found via the Library's homepage, Facebook pages (@WarwickUniLibrary) and its Twitter/Instagram account (@warwicklibrary).

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

- The Learning Grid, University House
- The Learning Grid Rootes
- The BioMed Grid (for Biological Sciences and Medical students
- Wolfson Research Exchange (for all Warwick's researchers
- The Postgraduate Hub (for all PG students) (https://warwick.ac.uk/services/library/pghub/about/postgraduate_hub)
- The Teaching Grid (for teaching staff) (https://warwick.ac.uk/services/library/using/libspaces/about-teaching-grid)
- Co-Creation Space (a new space where students and staff can come together to co-create) (https://warwick.ac.uk/services/library/using/libspaces/the-co-creation-space)
- Modern Records Centre: (http://warwick.ac.uk/library/mrc)

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

More on the Library's community engagement wellbeing services for students can be found at: https://warwick.ac.uk/library/students/study-happy/ or via Twitter at #StudyHappy.

Student Opportunity

Student Opportunity (https://warwick.ac.uk/services/studentopportunity) offers a wide range of face-to-face and online resources, workshops, presentations, 1:1 information, advice and guidance and dedicated enquiry point based in the Student Opportunity Hub in Senate House.

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

- Understand what's important to them, their values, strengths and career goals
- Recognise and develop the transferrable skills employers look for

- Research employers, search for vacancies, gain work or volunteering experience and find a job or further study place for after graduation

Our Senior Careers Consultants provide discipline-specific support for students. This can include 1:1 careers guidance, support for alumni events and discipline-specific information sessions or employability sessions embedded in academic curricula. Students can also be referred to the Careers website for more information, see https://warwick.ac.uk/services/careers

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

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

For more information see https://warwick.ac.uk/services/skills/

The **Intercultural Training team**

(https://warwick.ac.uk/services/studentopportunity/interculturaltraining/) seek to enable you to better understand, communicate, and build effective relationships with those from different cultural backgrounds through the 'Intercultural training programme'.

The **Student Mobility team** (https://warwick.ac.uk/studentmobility) is able to support students interested in pursuing work and study opportunities overseas, whether a traditional Year Abroad or a period of short-term mobility.

The **Internships, Placements and Work Experience team**

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

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers) enables students to access a wide range of volunteering opportunities, enabling students to gain experience and transferable skills whilst benefitting the local community.

Student Experience

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

The Warwick Community Experience team launch new students' time at Warwick with a centralised Welcome programme of information, social activities and transitional support, and curate the year-

round Warwick Presents (https://warwick.ac.uk/students/warwickpresents/) programme of vibrant, visible, campus-based events, cultural celebrations and activities.

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

IT Services as part of the Information & Digital Group

IT Services provide the essential resources and support necessary to give all students access to information technology services and support. If students have problems with IT related issues, IT Services provide a dedicated Help Desk. Students can go to the drop-in centre on the 1st floor of the Library building (Monday to Friday, 9am-2.30pm), telephone 024 765 73737 (Monday to Friday, 9am-5.30pm) or email: helpdesk@warwick.ac.uk.

Every student, with the exception of those students on courses at partner institutions which are validated by the University, is entitled to register to use the services provided by IT Services, which can be accessed from anywhere on campus. Information on setting up an account, accessing the network from on and off campus, printing and purchasing computers is available on-line at: http://warwick.ac.uk/its. IT Services also produce information on acceptable use of University IT facilities for students and staff: http://warwick.ac.uk/regulation31.

A range of Help Desk Leaflets providing useful IT support information are available from: http://warwick.ac.uk/servicedesk/leaflets or students can pick up copies from the IT Services Help Desk Drop-in centre. IT services also provide support for personal computer-related issues such as slow performance, removing viruses, replacing hardware and assisting with file recovery.

The training service provided by IT Services is available to all University students to facilitate students to work more effectively with applications delivered by IT Services: http://warwick.ac.uk/its/servicessupport/training.

IT Services provides a number of open access work areas across Gibbet Hill, Westwood and main campuses, accessible to all students, and the University provides student residences with a network connection and access to wireless. For further information on the Residential Network Service (ResNet), please visit: http://warwick.ac.uk/its/servicessupport/networkservices/resnet/.

Other useful links:

MyWarwick at: http://warwick.ac.uk\students for links list to useful pages.

Wellbeing Support Services

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

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

The issues may be:

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

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

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

Wellbeing Support is located on the ground floor of Senate House. To access services, visit https://warwick.ac.uk/services/wss/ or telephone 024 76575570

Counselling and Psychology Interventions Team

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

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

The Counselling and Psychology Interventions Team is located on the ground floor in Senate House. To access the services, submit an enquiry through the Wellbeing portal https://warwick.ac.uk/services/wss. and you can speak to a Wellbeing professional who will advise you on the next steps.

Disability Team

The University offers a wide range of support services to students with disabilities (including specific learning differences, mental health, neuro-diversity and long term medical conditions) and encourages a positive climate of disclosure. Students with disabilities can seek advice and support through the Disability Team in Wellbeing Support Services. Further information relating to the University's provision for students with disabilities is available at: https://warwick.ac.uk/services/wss/students/disability/

The Disability Team is located on the ground floor in Senate House. To access the services, submit an enquiry through the Wellbeing portal https://warwick.ac.uk/services/wss

Academic Departments, the Dean of Students Office, the Students' Union, the Health Centre and other teams in Wellbeing Support Services can also offer advice and guidance to students with disabilities. Further information can be found at: https://warwick.ac.uk/services/supportservices.

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

At: https://warwick.ac.uk/services/wss/students/disability.

University Dean of Students and Faculty Senior Tutors

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

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

The University Dean of Students has overall responsibility for the development of the personal tutor system, but no disciplinary function. Issues typically dealt with by the Dean of Students Office include academic course issues unresolved at the departmental level; advice on temporary withdrawal; appeals against academic decisions; academic complaints; ongoing difficulties with a Personal Tutor, Course Tutors or Supervisors; and problems with termination of registration proceedings.

To contact the Dean of Students Office please contact the Dean of Students PA (DofSResourcePA@warwick.ac.uk) who will put you in touch with Dean of Students or the appropriate Faculty Senior Tutor (http://warwick.ac.uk/services/tutors/about/).

Chaplaincy

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

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

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

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

For the latest details and to contact a Chaplain, please refer to the website.

Warwick Students' Union Advice Centre

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

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

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

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

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

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

Contact Warwick Students' Union Advice Centre via:

https://www.warwicksu.com/help-support/contact/

Community Safety

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

community.safety@warwick.ac.uk.

You can also phone the Community Safety team on 024 765 22083. In an emergency on campus, phone 024 765 22222 and in an emergency off-campus phone 999, which will take you through to external emergency services.

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

University Children's Services

Children of Warwick staff and students are eligible to attend the University Nursery (http://warwick.ac.uk/nursery). Parents interested in placing their child in the nursery should contact the nursery with regards to availability and complete an application form as early as possible: https://warwick.ac.uk/services/childrensservices/nursery/enrolment/. The nursery administrator can provide parents with advice on how to search for alternative nursery care, if required.

The Nursery is located on Lakeside, opposite the Scarman House Conference Centre, on Scarman Road and can be contacted by telephone on 024 765 23389 or email: nurseryenquiries@warwick.ac.uk.

In recent years, a Holiday Camp has also been available https://warwick.ac.uk/services/holidaycamps to primary school age children for all holidays (exc. Christmas). Booking opens approximately 6 weeks before the beginning of the individual schemes. For more information on the scheme parents can email holidayscheme@warwick.ac.uk.

Education Group

Student Administrative Services: http://warwick.ac.uk/ao

Student Opportunity

https://warwick.ac.uk/services/iso

Student Experience (for visa advice, Welcome and transitional support, central Student Experience events and activities):

https://warwick.ac.uk/services/studentexperience/

Admissions

https://warwick.ac.uk/study

Widening Participation and Outreach: https://warwick.ac.uk/study/outreach

Doctoral College

https://warwick.ac.uk/services/dc

Education Policy and Quality: http://warwick.ac.uk/quality