

# MSc in Statistics Course Handbook

Department of Statistics, University of Warwick

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# Chapter 1

## General Information

This handbook is a guide prepared by the Department of Statistics for the MSc in Statistics. It contains essential information about the regulations and policies governing the programmes. To link to the html version of this handbook, use <https://warwick.ac.uk/stmsc-ach>. You can also link directly to a subsection – for example, <https://warwick.ac.uk/stmsc-ach/student-voice.html#student-staff-liaison-committee-sslc>.

Alongside the pages of this handbook, please consult the Amendments and Errata section, where a list of dated changes since the beginning of the current academic session is maintained.

If you are reading this in hardcopy or PDF, please note that the up to date version is maintained for current students by the Department of Statistics.

### Amendments and Errata

Date	Handbook section	Description
21/11/23	Section 2.3	Clarification of remedy failure for dissertations.
14/12/23	Module registration	Added, for the avoidance of doubt, that double counting is not permitted
20/12/23	Contacts	Updates to Support Office opening hours
06/03/24	Section 2.2	Corrected link to moved EPQ page

### 1.1 MSc in Statistics: Aims

The programme aims to cover topics most relevant to a career as a professional statistician. This training opens the way to employment in many sectors of the economy and public services including medical, health and life sciences, marketing, insurance, banking and pharmaceutical industry, quality management and analytics for business and manufacturing, national and local government. The Department also wishes to strongly encourage MSc students with a predicted distinction to consider applying for our PhD programme.

Prior knowledge of basic statistical theory and methods is assumed, such as would be covered in a typical first degree in mathematics or a joint degree between statistics and some other discipline. Students taking

this course will already have a degree in mathematics or in statistics or in a subject containing a substantial mathematics component.

## 1.2 Course Structure

### 1.2.1 Course Code: G4P1

For the nine month period from October to June, all the students will be engaged in attending a set of courses ranging across the spectrum of the most fundamental areas of Statistics and Probability. The two core modules **ST903 Statistical Methods** and **ST952 An Introduction to Statistical Practice** are specifically designed for the MSc Statistics programme to provide a strong foundation in statistical methods, both theoretical and practical, for the rest of the MSc course. Most of the lecture units making up the optional part of MSc programme are also available as options for M-level students of our integrated Masters' degrees or other postgraduate students.

Examinations take place in January, April and June with an examination board at the end of June for the taught component. After completing the taught portion of the Master's (Diploma) the student will have acquired sufficient knowledge and understanding of topics in statistical theory and practice and in probability to provide a basis for academic research or a career as a statistician. Master's students will then continue over summer to further specialise their knowledge and research skills by creating a dissertation.

During the term times, the department runs several seminar series ranging from Statistics to Probability and Financial Mathematics. Information can be found in the department's Seminar Series and Reading Groups pages.

All graduate students are urged to attend those seminars regularly, both as a way of broadening experience of research topics of current interest, and for meeting leading research workers from other universities and research institutions.

## 1.3 Contacts and Key People

### 1.3.1 Statistics Support Office

The normal point of contact for general information is the Student Support Office. If you need to contact the Department urgently, in the first instance you should contact the Student Support Office in person, by email, or by phone.

- Location: MB0.11 (Ground floor of Mathematical Sciences Building)
- Postal Address: Student Support Office, Department of Statistics, University of Warwick, Coventry, CV4 7AL
- Telephone: +44 (0)2476 522290 (Internal: 22290)
- Opening hours:

Please note that the Support Office will be **closed** outside the times listed below.

Day	Opening Hours
Monday to Thursday	Morning: 10:00am - 12:00pm Afternoon: 2:00pm to 4:00pm
Friday	Morning: 10:00am - 12:00pm Afternoon: 2:00pm to 3:30pm

- Undergraduate enquiries: stats.ug.support@warwick.ac.uk
- Postgraduate Taught enquiries: stats.msc.support@warwick.ac.uk

## 1.3.2 Key Contacts

### 1.3.2.1 Department

Head of Department: Prof Jon Forster

Deputy Head of Department (Teaching and Learning): Dr Dario Spano

Director of Student Experience (and SSLC Convenor): Dr Nick Tawn

Director of Taught Programmes: Dr Martyn Parker statsdugs@warwick.ac.uk

### 1.3.2.2 Course

Data Science Course Director: Dr Paul Jenkins (Statistics), Dr Weiren Yu (Computer Science) datsci@warwick.ac.uk

MathStat Course Director: Dr Giuseppe Cannizzaro mathstat@warwick.ac.uk

MORSE Course Director: Dr Massimiliano Tamborrino morse@warwick.ac.uk

Deputy MORSE Course Director: Dr Miryana Grigorova morse@warwick.ac.uk

MSc Course Director: Professor Bärbel Finkenstädt Rand

PhD Director: Dr Anastasia Papavasiliou

Intercalated Year Co-ordinator: Dr Thomas Berrett st.intercalated.yr@warwick.ac.uk

### 1.3.2.3 Community and Welfare

Senior Tutor: Dr Daniel Valesin stats.senior.tutor@warwick.ac.uk

Year 1 Tutor: Dr Sam Olesker-Taylor stats.year1.tutor@warwick.ac.uk

Year 2 Tutor: Dr Paul Skerritt stats.year2.tutor@warwick.ac.uk

Year 3/4 Tutor: Dr Ritabrata (Rito) Dutta stats.year3n4.tutor@warwick.ac.uk

MSc Tutor: Dr Paul Skerritt

Disability Coordinator: Dr Ritabrata (Rito) Dutta

Student Support and Progression Officer: Minhaz Ali Minhaz.Ali@warwick.ac.uk

Widening participation tutor and coordinator: Dr Elke Thonnes stats-wp@warwick.ac.uk

### 1.3.2.4 Careers

Careers Consultant: Sam Brown Sam.Brown@warwick.ac.uk

### 1.3.3 Staff Contacts

All staff are listed on the Departmental web page and have an individual information page with the contact details linked from the main page.

Academic staff with personal tutees and / or teaching have office hours per week during term time, which are advertised on their staff page.

### 1.3.4 Other Departmental Support Offices

#### 1.3.4.1 Computer Science

- Location: CS0.05
- Email: [comp-sci@dcs.warwick.ac.uk](mailto:comp-sci@dcs.warwick.ac.uk)
- Telephone: +44 (0)24 7652 3193

#### 1.3.4.2 Economics

- Location: S2.134
- Email: [economics.ugoffice@warwick.ac.uk](mailto:economics.ugoffice@warwick.ac.uk)
- Telephone: +44 (0)24 7652 3933

#### 1.3.4.3 Mathematics

- Location: B0.01 (Zeeman Building)
- Email: [ugmathematics@warwick.ac.uk](mailto:ugmathematics@warwick.ac.uk)
- Telephone: +44 (0)24 7652 4695

#### 1.3.4.4 Warwick Business School

- Location: 0.002b
- Email: [undergraduate@wbs.ac.uk](mailto:undergraduate@wbs.ac.uk)
- Telephone: +44 (0)24 7652 4687

## 1.4 Facilities

### 1.4.1 Department Buildings and Access

The Statistics Department is located in the Mathematical Sciences Building, which also houses Computer Science and Mathematics. It was completed in October 2018 and provides spaces for interdisciplinary collaboration and enhanced student experience.

The building is open access between 8 am and 6 pm, however students with their home department in Statistics can use their University Cards at all times to access the ground floor. Please do not allow anyone to tailgate you into the building outside of normal hours.



### 1.4.2 Common Room

The student common room is located in MB0.14, on the ground floor of the Mathematical Sciences Building. All students with their home department in Statistics can access the room using their University Card and will be able to find their pigeon hole in the common room. There is also a water boiler, communal fridge, sink, dishwasher, noticeboards and tables which can be used by all students. Please make yourself at home but be respectful of others by keeping the fridge and communal spaces tidy.

The common room may be used for work. However, its primary purpose is a social area so there may be quieter areas for working.

### 1.4.3 Work Areas

MB0.10 is a computer work room that can be used by any student with their home department in Statistics.

MB0.02 is a computer room on the ground floor of the Mathematical Sciences Building. It is sometimes used for teaching sessions but can be used by students for study whenever not in use.

There are areas located in various places on floors 1 to 3 which contain desks and blackboards and can be used between 8 am and 6 pm.

Local work space is also available in the Zeeman Building next door to MSB and the Library.

### 1.4.4 Work Area Etiquette

Noise – work areas are intended for quiet study so if you wish to chat with your friends please use the atrium or find another location.

Please do **not**:

- Use mobile phones, skype or other such systems
- Play music or computer games etc
- Leave food, drink, clothing etc in the work areas
- Move furniture
- Leave the work areas untidy - we will spot check and people not complying with the rules will be asked to leave
- Spread your belongings onto more than one desk
- Allow unauthorised people into the computer room, common room or the building

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

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

Any problems or queries please talk to the Support Office.



## Chapter 2

# Course Regulations and Progression

The definitive Course Regulations for all degree courses in the Department of Statistics are derived from the most recent on-line version of this handbook, which is available from the Department of Statistics handbook pages.

## 2.1 Course Regulations

### 2.1.1 Loading / Requirements

The required loading for candidates for the MSc is **180 CATS exactly**, including the dissertation.

Students are required to take 90 CATS of core modules and **must select 90 CATS** of Option / Unusual Option modules to meet the required loading.

It is **not permitted** to;

- take more than 30 CATS of unusual options
- take more than two of ST420, ST909 and ST958 (i.e. modules of the MSc in Financial Math)

Other module restrictions may also apply as specified in module information pages.

Any modules not listed below are classed as **unusual options** and permission to take these modules must be obtained with a completed Unusual Option form submitted to the support office by the specified deadline. Unusual options must be level 7, i.e. possess a module code of the form xx4xx, xx5xx or xx9xx. Further information about unusual options and deadlines can be found in section 3.4 of the handbook.

### 2.1.2 Core Modules

Code	Name	CATS	Term
ST903	Statistical Methods	15	1
ST952	An Introduction to Statistical Practice	15	1
ST955	Dissertation	60	Summer

### 2.1.3 Option Modules

Option modules are subject to change from year to year and some modules may be subject to availability / module pre-registration.

Code	Name	CATS	Term
CS909	Data Mining	15	2
ST402	Risk Theory	15	2
ST405	Bayesian Forecasting and Intervention with Advanced Topics	15	2
ST406	Applied Stochastic Processes with Advanced Topics	15	1
ST407	Monte Carlo Methods	15	1
ST409	Medical Statistics with Advanced Topics	15	2
ST410	Designed Experiments with Advanced Topics	15	2
ST412	Multivariate Statistics with Advanced Topics	15	1
ST413	Bayesian Statistics and Decision Theory with Advanced Topics	15	1
ST418	Statistical Genetics with Advanced Topics	15	2
ST419	Advanced Topics in Data Science	15	2
ST420	Statistical Learning and Big Data	15	2

## 2.2 Guidelines for the summer examination board

The MSc summer exam board will follow the following guidelines set out by University at the Education Policy and Quality webpages.

- The student will normally be allowed to **proceed to dissertation** if the student has (i) an overall average of at least 50% on the taught component, (ii) passed 90 CATS, and (iii) passed at least half of the total credit for core taught modules and at least 40% in the remaining core taught modules.
- **Remedying Failure:** Students will normally be allowed one opportunity to resit in modules. A resit is a different exam or assessment on the module material. Since your resit may be an exam or assessment the time when you take these resits is called the reassessment period. For most statistics modules a resit will consist of a new examination paper which is taken during the reassessment period. The university publishes all assessment and reassessment periods in advance on the Modules, Marks and Assessment page Only one re-examination will be permitted per module (except if there are mitigating circumstances).
- Where a student has failed to reach the minimum pass mark for a module which contains more than one element of assessment, the student shall normally be required to be re-examined only in the element(s) of the assessment which has(have) not met the minimum pass mark, noting that the appropriate method of reassessment should be determined by the Board of Examiners. However there is a '3 CATS threshold': If a student fails a module due to failing coursework which is worth less than 3 CATS, then the student will be asked to retake the exam.
- The maximum pass mark which may be awarded for a module on re-examination is 50, irrespective of the mark(s) which have been given for other elements of the assessment for that module (except under mitigating circumstances). The Department is required to keep a record of the uncapped mark, although it will not appear on the student's transcript.
- The award of Postgraduate Diploma may be made where a student has obtained 90 credits, providing the student has passed at least half of the total credit for core taught modules.
- The award of Postgraduate Certificate requires successful completion of 60 credits on the taught component.

### 2.2.1 Further guidance on Remediating Failure

- All resits taken in a different academic year are resits without residence.
- A further attempt at a module may be classified as a resit, where the mark is capped at 50%, or a further first attempt where the mark is not capped.
- A further first attempt will only be awarded where there is accepted mitigating circumstances, i.e. serious medical or personal problems.
- Students who have not achieved the 50% pass mark in the core modules sat in the January examination period will be offered a further attempt in the April examination period. Students who do not pass the two core modules ST903 and ST952, or pass one of the two core modules but do not achieve  $\geq 40$  marks in the other, are normally advised not to proceed to dissertation.
- When selecting resit modules (apart from core modules) it is advised that preference should be given to the ones where the student scored higher marks.
- Where the failure on an initial assessment in a taught module, dissertation or similar piece of independent project work is the result of penalties for late submission, the student is normally not allowed to revise or resubmit the same assessment in order to remedy that failure, but will be required to undertake a new assessment, dissertation or project. Where it is impracticable for the department to allow the student to undertake a new assessment, dissertation or project that has failed due to penalties for late submission, the initial failure should be allowed to stand (and the matter referred to the Board of Examiners for their consideration of all the circumstances relevant to the case).
- Where a failure results from a finding of cheating under University regulations, it should be for the Head of the Department (or his or her authorised deputy), the University Investigating Committee or the Board of Examiners to determine whether the student should be allowed to remedy that failure.

## 2.3 Classification (Guidelines for the Final Exam Board)

Module marks are stored to the nearest whole integer. Year marks are stored to one decimal place. The Final Exam board takes place in Autumn and will consider the following guideline for their decisions.

- (1) Students are eligible for the awards if they meet the following criteria:
  - (i) The award of **Master** may be made where a student has obtained 150 credits, providing the student has passed the dissertation, at least half of the total credit for core taught modules and at least 40% in the remaining core taught modules, and obtained an Award Average (weighted according to the credit rating of the modules comprised within the award) at least 50.0 inclusive.
  - (ii) The award of **Postgraduate Diploma** may be made where a student has obtained 90 credits, providing the student has passed at least half of the total credit for core taught modules.
  - (iii) The award of **Postgraduate Certificate** requires successful completion of 60 credits on the taught component.
- (2) The award of Master/Postgraduate Diploma/Postgraduate Certificate will be with **Merit** if a student attains an Award Average (weighted according to the credit rating of the modules comprised within the award) of between 60.0 and 69.9 inclusive, and with **Distinction** if a student attains an Award Average of 70.0 or above.
- (3) Students are normally allowed one opportunity to remediating failure in their dissertation module. The maximum mark that can be achieved is 50%. Resubmission is without residence with no further supervision allowed, but students can normally expect to obtain initial feedback about possible corrections.
- (4) Where a student's overall award classification average is within 2.0 percentage points of the borderline to the Distinction and Merit category, the student must be promoted if 50% or more of the weighted credits counting towards the classification are above the class boundary and this should also include the

compulsory dissertation. If there is a discrepancy between the department and University regulations, the University regulations would override.

(\*) A practical note on timing: after the submission in early September each dissertation will be read and marked by two members of staff whose marking will be further verified by an externally appointed examiner. The final MSc exam board usually takes place in late autumn respecting deadlines set for the January Graduation.

# Chapter 3

## Module Selection

### 3.1 Module Codes and Links

The first two letters of a module code indicate the Department that delivers the module. The codes and links to the module information pages for Departments that deliver modules often taken by students from Statistics are shown below.

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Code	Department
IB	Warwick Business School
CS	Computer Science
EC	Economics
IL	Institute for Advanced Teaching and Learning
LL	Language Centre
MA	Mathematics
PH	Philosophy
PX	Physics
ST	Statistics

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The third digit of the module code usually indicates the level of the module.

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Third digit of module code	Usual Year / Course	Level	FHEQ Level (for exit awards)
1	First year undergraduate	1	4
2	Second year undergraduate	2	5
3	Third year undergraduate	3	6
4	Fourth year integrated masters / postgraduate taught	4	7
9	Fourth year integrated masters / postgraduate taught	4+	7
0	Second or third year undergraduate (IATL modules)	2 or 3	5 or 6

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## 3.2 Module Choice Guidance

- You can check a module timetable and clashes via <https://tabula.warwick.ac.uk/profiles/department/st/timetables>

In the drop down box called “Modules” type out a module code to see the timetable for that module and press enter. Repeat until you have selected all modules that you are considering.

- You can try a module and deregister later if you decide not to offer it for examination. However, make sure that you adhere to deregistration rules and deadlines.
- In principle, it is possible to take most level 7 modules available anywhere in the University as an unusual option but permission must be sought from the course director via an unusual option form. The course director will consider the suitability of the module within the overall programme.

## 3.3 Module Registration

As a student it is **your responsibility** to ensure that you are **registered for the correct modules** and assessment methods via the systems required for each module and that you do this at the correct specified times.

You should be aware that the module registration system may allow you to register for module combinations that may not comply with course regulations. Therefore it is important that you check your module choices against the course regulations: see Section 2 of the handbook.

Note that modules are sometimes delivered under a different code e.g. ST419 module resources are located in the ST343 module pages. You must ensure that you study for and take assessments for the module that you have registered for.

Modules that are not listed in the option lists of your year require departmental approval via an **unusual option** form. You will be deregistered if you do not complete an unusual option form.

**Important** 1. If you have been awarded credit for a module that you have taken at Warwick before, then you are not allowed to repeat that module. You are also not allowed to take a module at Warwick which has substantial overlap, such as year 4 module for which there exist a jointly taught year 3 version. If you are not sure please consult with your personal tutor. 2. You must not select as an unusual option a module that you have already been awarded credit for, either at Warwick or elsewhere.

### 3.3.1 Registration

You will need to enter all of your module choices via the University Online Module Registration System (eMR). You will find your core modules are already entered, only requiring the addition of listed and optional modules.

If your core modules or optional modules available for selection are showing incorrectly there is likely to be a problem with your “module diet”. You should contact the Statistics Support Office with full details including your ID number, your course, information about any recent course transfers or enrolment changes and a description of the modules that are showing or not showing correctly.

Module registrations dates can vary. Your module registration on eVision can only be amended (added and removed) during the following periods:

- Approximately one week prior to start of term 1



- Weeks 1 to 2 of term 1. On occasion this period can extend to within Week 3.
- Weeks 1 to 2 of term 2. On occasion this period can extend to within Week 3.

All modules that you wish to take during the academic year **must be registered by the end of week 3 of term 2**, you cannot change modules after this time.

### 3.3.2 Deregistration

You can deregister from a module by amending your module selections in eVision.

It is a university rule that if assessed work or class tests which contribute more than 10% towards the final mark for a module are submitted by the student for credit then it is no longer possible to deregister from the module even if this takes place before the general deadline for deregistration. This rule is strictly adhered to for ST modules however some Departments waive this rule. If you want to deregister from a non-ST module after completing more than 10% of the assessed work you are advised to discuss with the support office of the Department delivering the module.

Additionally it is not permitted to deregister from a module with a substantial groupwork component after the end of week 3 of the module. Modules that are known to have a substantial groupwork component include ST409 Medical Statistics with Advanced Topics. However it should be noted that any other modules with a substantial coursework component will also have restricted deregistration.

Students who were registered for an overload by the end of the module registration deadline can deregister modules during the following additional periods;

- Week 10 of term 2
- Week 1 of term 3 (via Support Office)

You must adhere to the deadline for deregistering; modules that you are registered for after this deadline cannot be removed and will appear on your transcript.

## 3.4 Unusual Options

An unusual option is a module that is not listed within the option lists of your current year. Unusual options allow you to take modules tailored to your individual interests.

Subject to approval by the Course Director, students may take **up to 30 CATS** of unusual options. All unusual options must be at a Masters level. Students studying for an MSc in Statistics are required to provide information about their motivations and background skills and knowledge from their previous degrees to enable the course director to make a decision about whether the unusual option can be approved.

You should email the module leader and your personal tutor and include;

1. A request for email confirmation of permission to take the module as an unusual option
2. Your course
3. Your reasons for wanting to take the module
4. The Conditions for Unusual Options for Courses within the Faculty of Science, which can be found at the unusual options submission webpage.

After obtaining the agreement of the module leader and your personal tutor, you will need to upload the email confirmations to the unusual options submission webpage. The Support Office will receive the information and will send to the Course Director for approval.

### 3.4.1 Deadlines

Forms for Term 1 modules must be submitted to the Student Support Office no later than the **end of week 3 of term 1**.

Students may register for Term 2 and Term 3 modules at the start of Term 2 provided a signed unusual option form is submitted no later than **end of week 2 of Term 2**.

Failure to submit the forms with the relevant signatures within the time-frame specified above will result in your de-registration from the relevant module.

The University of Warwick has a central module catalogue listing modules available across departments.

# Chapter 4

## Teaching, Learning and Study

### 4.1 Teaching

From 2022-23 onwards we expect teaching delivery of Statistics (ST) modules to be on-campus and in-person, following the standard module description which can be found by visiting the relevant module webpage.

**Important** You are reminded of the university policy and the associated copyright requirements regarding use of/making of recordings. In particular,

Should you wish to make your own recording of an online or face-to-face lecture (in any format, whether audio or audio-visual) you **must** seek the permission of the lecturer before the session begins and you will need to explain the reason for wishing to record the session. Seminars or workshops should not be recorded without permission of all participants who contribute.

If Wellbeing Support Services have notified the department that recording lectures will support your learning, you will not need to seek the permission of the lecturer before the lecture begins, but recordings or transcripts must not be distributed in any format. You may wish to talk to the lecturer or class leader so that they know about the agreed adjustment.

The main form of teaching is the traditional lecture course. Lectures are usually very condensed and you are unlikely to understand everything the lecturer does at the time and you must use your independent study time to review this material. In addition, most lecture courses in the first two years are supplemented by tutorials, supervisions, seminars or classes (the name varies according to the department concerned). Because the number of students in each group is usually quite small, these tutorials form your main opportunity for asking questions and clearing up difficulties. If you still have questions, you can ask the lecturer directly during their office hours.

For first year students the Mathematics Department arranges supervisions of one hour per week with a research student. These supervisions cover all Mathematics courses. For other courses and departments, the arrangements are usually made by individual lecturers.

The lecturing style in Economics is somewhat different from that of other departments. Background reading and the preparation of additional notes which amplify and explain the lectures are usually essential.

Only around 25 percent of your study time is spent in lectures and tutorials. The remaining 75 percent is for independent study. It is impossible to overstate how important this time, that you spend working on your own or with friends, is to developing your understanding of the material. Lecturers usually provide additional material (exercise sheets, extra reading) and working through this is essential.

If you leave this work to the end of the year, you will find when revising that you are unable to prepare properly for the exam because you will not have developed the necessary understanding and skills. A loose analogy is that the exams are the equivalent to running a marathon, and if you haven't spent the year training properly then you will not have developed the fitness that is necessary to do well in the race.

### 4.1.1 Tutorial / Seminar Sign Up

Tutorials / seminars are small group sessions and provide the opportunity to explore lecture material. You will often be asked to prepare some work before the tutorial / seminar.

For some modules (often in earlier years) you are automatically allocated to a tutorial / seminar. This allocation is based on your Tabula timetable on the day of the allocation. If another class moves or you change your module registration, then a clash can arise after your allocation. The Statistics Support Office [stats.ug.support@warwick.ac.uk](mailto:stats.ug.support@warwick.ac.uk) can advise you on how this clash can be resolved.

For other modules (typically in later years) tutorials / seminars can be self-managed. You will receive an email from Tabula notifying you that you are able to sign up to a group. You can follow a link from the email or you can navigate to the sign up page on Tabula. The group name may contain details about the timing of the sessions.

It is your responsibility to ensure that you do not have clashes with self-sign up groups. Please note that groups that are allocated by self-sign up are first come-first served so it is worthwhile signing up as soon as you receive the email. If you cannot find a session with available space that does not clash with other scheduled teaching sessions please contact the support office (this does not apply for extra-curricular activities or non-preferred timing).

If you have changed group due to a timetable clash and you have submitted work, then it is possible your work may be marked by your previous class tutor.

## 4.2 Developing Understanding: Engagement and Feedback

You will need to take responsibility for being an independent learner and take advantage of all of the available opportunities to build your understanding and obtain feedback. If you do not engage fully and take an active role in developing your understanding you will not reach your potential.

Feedback is an essential part of learning as it identifies gaps in your knowledge and understanding and also provides guidance on how to improve. Feedback comes in many forms including;

- Discussion with other students, for examples in tutorials or seminars
- Conversations with teaching staff, for example asking questions during / after a lecture
- Written feedback on submitted coursework
- Comparing your answers to model solutions
- Using model solutions or mark schemes to mark other students' work and identify key features of good work
- Using cohort level examination feedback to identify common mistakes
- Using textbooks to attempt problems with a different style

It is important that you attempt all coursework questions. This will give you immediate feedback on whether you have assimilated the material in the lectures and can apply it to example problems. Some modules may include self-assessment questions that are not submitted for marking, these form an important part of your self-regulated learning.

Keep in mind that mathematics takes time, so if you cannot solve a problem straight away read the lecture notes or a textbook and then try again. If you are still stuck on non-assessed work, talk to some of your fellow students. They might be able to explain the material that you have not understood and pick up on misconceptions.

**Important.** When preparing your assessed work, please ensure you follow the assessment instructions regarding consulting and working with other students. In particular, some assessed work must be entirely your own work. In these cases, consulting with other students on assessed work may lead to you cheating through collusion, even if inadvertent. Please read the section on Academic Integrity to ensure you know what constitutes cheating and academic misconduct, and to get advice on collaboration.

All modules have online forums where you can post questions that will be read by your fellow students (and the module leader).

Don't be shy to ask questions. The fact that you have questions shows that you are engaging with the material!

Contribute to the process by posting answers on the forum or explaining material to your fellow students. Explaining mathematics will help you develop your communication skills and deepen your understanding!

Make sure to hand in all coursework in a timely fashion. Even if the coursework is not for credit it is an important tool to obtain feedback and you limit your own learning if you do not submit your work. If you have managed to produce only partial solutions to the problems it is important that you submit these as this will influence how and what material the tutor is going to cover in the tutorial. Once coursework has been returned make sure to read carefully through the comments.

If you are in doubt as to what the comments mean please ask the marker who will be happy to explain. If solutions are provided please compare these carefully to your own work. But keep in mind that attempting your own solutions engages you in much deeper learning than simply noting a provided solution.

Participate actively in lectures and support classes like tutorials by providing answers to questions but also by asking questions. This will give the lecturer or tutor a very immediate way to provide feedback to you. To do this effectively it is important that you prepare by revising your lecture notes and attempting the problem sheets.

Textbooks often have additional problems and solutions for you to attempt. A text book may explain the concepts in a different style, or use different notation. Whilst this may seem daunting, using a different source is one of the best ways of developing your understanding of the topics.

All lecturers in Statistics have office hours and they are happy to see students during these times. Module leaders will be happy to answer questions regarding their modules, although you should make sure you have spent some time on revision so that this can happen effectively. Please make sure to take note of the office hours. They are usually advertised next to the lecturer's office door, their department web-page or module page. Some staff also advertise these on their web pages or state them at the start of the module.

Cohort level feedback for examinations is available on the module Moodle pages.

Finally, your personal tutor is available to provide general academic advice. Personal tutors offer office hours in which they are happy to receive students and provide feedback on their overall academic performance.

However, personal tutors should not typically provide assistance on the academic content of individual modules. For this you should consult with the relevant module leader as detailed above.

### 4.3 Attendance and Engagement

Our duty as a department is to deliver a coherent degree course with well-presented lectures backed up by support, usually in the form of small classes. Your duty is to try hard to learn, and not to impede the attempts of others. In particular this means that you should attend lectures and support classes, having prepared for them by revising prerequisite material and by attempting all example sheets promptly. A failure to do this usually leads to boredom (through lack of understanding) and an inadequate performance.

Attendance at lectures and tutorials does not contribute formally to the award of a degree, nevertheless it is our expectation that you attend these. We collect records of attendance and work handed in for tutorials which become part of your academic record, even if the work is not for credit towards the assessment of a module. Personal tutors will see these records and will discuss your progress and engagement with the course at their meetings with you.

We are required by the University to monitor a set number of separate ‘points of engagement’ each year for all undergraduate and postgraduate students in the Department, called ‘monitoring points’.

We have deliberately chosen the points of engagement to be activities which it is in your interest to do anyway (meeting a project supervisor, attending classes of certain core modules, etc). You should therefore comply with all of these without fail.

Your monitoring points are listed in your Tabula profile under the tab called attendance. The detailed list of monitoring points for different statuses of students can be found at the Monitoring Points webpage.

If you are unable to attend a monitoring point it may be possible to record the point as an authorised absence. You should complete the online form for absence as soon as you are aware that you will not be able to attend. You must submit the request before the monitoring point; retrospective application for absences cannot be authorised.

The principles of the mitigating circumstances policy will be applied to determine whether the absence will be marked as authorised or not.

**International students should be particularly aware of the consequences of not meeting the required points of engagement.** The Academic Office is obliged to report to the UK Visas and Immigration department of the Home Office if any student has been found not to be engaging with and attending their degree course. This has serious implications for your visa status. A record of all monitoring points for all students will be kept by the Student Support Office, who will regularly check to see if any students are missing monitoring points.

If a student misses three monitoring points in an academic year, then the student will be required to meet with their Personal Tutor to discuss the cause of disengagement.

If a student misses any further monitoring points in a year, dependent upon circumstances, the student will be required to meet with the Senior Tutor or corresponding Year Tutor.

**If a student misses eight or more monitoring points they will be deregistered from their degree programme.**

**If an international student misses six or more monitoring points, visa sponsorship will be withdrawn and the student will be temporarily or permanently withdrawn.**

**If a student is absent for a long period of time, or is unresponsive to requests to meet with Personal Tutor, Year Tutor, or Senior Tutor after missing monitoring points, the department will seek to have the student withdrawn as stipulated in Regulation 36.**

Full information is available in University Regulation 36 – Governing Student Registration Attendance and Progress.

## 4.4 Study Skills

It is important to understand that university education is based on independent study. Lecture courses are very compressed. You will not learn everything from the lectures. You will need to spend time supplementing the lecture material, filling in the gaps, working through examples, and studying textbooks.

Each module has an associated CATS weighting which you can use as a guide: a CAT represents 10 hours notional work so a 12 CATS module may contain 30 hours of lectures, 60 hours of independent study and 30 hours of revision, nearly all of which is also independent study.

Here are some specific recommendations to think about:

- Plan to spend 35-40 hours per week on academic work in term-time. However be flexible in order to give more time to any core modules which you are finding difficult.
- Be prepared! Ensure that lecture notes are re-read/understood before the next lecture. Always consult the textbook(s).
- Attempt example sheets as soon as possible — easy questions check/aid comprehension, harder ones deepen it.
- Attempt to understand the direction of a module (read the Aims and Objectives) — try to write a brief narrative or commentary on your notes at the halfway mark and again at the end.
- Praise and reward yourself when you perform well or understand something difficult.
- A sufficient amount of sleep at night is important for maintaining your cognitive abilities for studying.





## Chapter 5

# Examinations and Assessment

The Department of Statistics adopts the University Assessment Strategy.

In addition:

- The department commits to producing an annual Assessment Handbook describing in detail the assessment procedure for each STxxx coded module. These procedures will include the format of assessment (e.g. the breakdown between examination and coursework) and the timings and due dates of any coursework.
- Whilst acknowledging that timetabled examinations will form the majority of the assessment on most STxxx coded modules, the department commits to using a range of assessment methods including group work and projects across its programmes of study.
- The department uses plagiarism detection software (e.g. Turnitin) where appropriate, and this will be routine on M-level dissertations. Please see the section on Academic Integrity to ensure you know how to avoid plagiarism.
- The Statistics Teaching Committee will retain responsibility for reviewing the balance of assessment methods across the degree programme.

### 5.1 Examinations

Modules, Marks and Assessment team is responsible for organising university examinations. The Modules, Marks and Assessment webpages contain comprehensive information about examinations.

Students are responsible for ensuring that they attend the correct examinations and comply with the examination regulations.

There are three main periods during which examinations may be held which usually fall in the week ranges shown below;

- January - Week 1 Term 2
- Spring - Weeks 1-2 Term 3
- Summer - Weeks 4-9 Term 3

A small number of modules have examinations outside these main periods.

The examination timetables and the dates for release of the examination timetable will be published on the Modules, Marks and Assessment webpages. Some departments run online examinations. Normally all ST-coded exams will be taken in-person.

**Important.** Exams start at the published start time. You **must** arrived at the exam venue in good time so that there is sufficient time for you to enter the examination room (when permitted), listen to the announcements, complete the attendance form and front of your answer book. For example, an exam with a 9.30 start time means the senior invigilator will open the room approximately 15 before the start of the exam to allow people to enter.

All our exams, including solutions and marking scheme, are moderated and checked by an internal member of staff and all examinations are also checked by an external examiner. The external examiner also ensures assessments are set at the appropriate level and that marking/moderation are carried out to correct standards.

Moreover, the Department of Statistics convenes a Scaling Committee to consider whether an assessment should be scaled. Scaling is a process by which a set of marks is raised or lowered in order to properly calibrate the performance of the cohort in terms of the achievement of learning outcomes and grade descriptors. Thus the Scaling meeting is a safeguard to ensure you are not unduly advantaged or disadvantaged because of the assessments you took. In Statistics, all exams are systematically reviewed to determine whether scaling is necessary; in practice scaling is seldom required. It is normal departmental practice to indicate when an exam has been scaled, usually alongside exam cohort feedback. Scaling employs a monotonic piecewise-linear mapping from (0,0) to (100,100). For example, the mapping (0,0) - (30,40) - (100,100) would raise a mark of 30 to a mark of 40 and all other marks would be linearly interpolated. We will never use a scaling formula which would convert a mark above the module pass threshold into a failing mark. Other departments employ scaling, though the details may be different.

Past papers are held in the university database.

### 5.1.1 Calculators in Examinations

- Calculators must not be passed from candidate to candidate during the examination.
- Responsibility for the calculator's proper functioning and acceptability is entirely that of the student.
- Students taking examinations other than those of the Department of Statistics must ascertain the regulations governing the use of calculators from the Department concerned.

In particular, calculators are not allowed in examinations organised by the Mathematics Department (these are all MAxxx module exams). In general, the same rule applies to tests for credit in MAxxx modules, unless students are otherwise informed by the lecturer running the test.

For examinations where calculators are permitted, the Department of Statistics follows the University rule which states that, except for the display of error or function messages, calculators with non-numeric displays are not allowed. In other words prohibited calculators are those which can accept alphabetical data. Note that this includes most graphical calculators of the type acceptable in GCSE and A-level examinations. It is your responsibility to ensure that your calculator fulfils the University's criterion and that your calculator is not of the prohibited type. Otherwise you may find yourself denied the use of your calculator and be involved in disciplinary proceedings.

Suggested suitable calculators for incoming students which are in line with recommendations from the Computer Science Department are Casio fx82, fx83 or fx85. All of these are available from SU and from well-known retailers. They are also reasonably priced.

## 5.2 Coursework

Different departments have different conventions, and normally the rules of the Department teaching the module apply. The following information relates to modules delivered by the Department of Statistics, excluding those that are only available to students on the MSc in Mathematical Finance.

### 5.2.1 Marks and Grades

All coursework marks for ST modules will be made available to you on Moodle. The marks as shown in Moodle will be used to calculate the module mark. You are responsible for checking that the marks recorded in Moodle are accurate and reporting any issues or errors (such as if you believe a penalty has been incorrectly applied) to the Statistics Support Office within 10 working days of the end of the term in which the assessment took place.

### 5.2.2 Deadlines, Penalties and Mitigation

Assessed work usually comes with a deadline for completion. The department and SSLC consider these essential to ensure fairness to all the students doing the work and to the markers. Deadlines are enforced by penalising late work.

The Assessment Handbook contains the deadlines and additional detail about the assessments for all Statistics modules.

The normal deadline for coursework is 1 pm.

Penalties will apply if work is submitted more than 1 minute after the deadline unless an extension or waiver is granted.

The magnitude of the penalty for late submission and the availability of extensions / waivers depends on the assessment category and CATS weighting - see below and the Assessment Handbook for more information.

Waivers are **only permitted** where indicated by the assessment category in the Assessment Handbook and under the conditions that

1. the component of assessed work is worth less than 3 CATS;
2. the waived assessment is worth less than or equal to 20% of the module mark;
3. a maximum of 6 CATS per year of study is waived.

For waived assessments, the module mark is calculated from the other components in the module, according to their weightings divided by the total amount of components completed.

All requests for consideration of special circumstances must be submitted online via Tabula. Further information can be found in the Sections on mitigating circumstances and reasonable adjustment.

Coursework is not eligible for mitigating circumstances for the loss of work in progress. You are responsible for storing your work in progress in an accessible and robust manner. You are encouraged to use cloud file storage, either OneDrive or Warwick MyFiles, both of which are supported by IT services who can assist you to recover files.

### 5.2.3 Submission

#### 5.2.3.1 Online Coursework Submission

- Coursework that is required to be submitted online cannot be accepted by email or hard copy. Students who encounter problems with submitting work online should contact the support office at stats.ug.support@warwick.ac.uk to resolve any issues.
- All coursework must be submitted as a file upload. Sharing of a link to a file held remotely will not be accepted.
- Statistics coursework is considered as late and subject to penalties if it is more than 1 minute late.

- Coursework is not eligible for mitigating circumstances based on file upload issues unless they are proven to be of sustained duration. You should ensure that you attempt upload at least 30 minutes before the deadline.
- If submitted incorrectly online coursework will be treated as a non-submission until it is submitted correctly, whereupon it will be treated as a late submission. Some examples of errors that are classified as incorrect submission include not finalising a submission, uploading the wrong file and sending work by email.
- Group work that is submitted incorrectly by one member of the group will usually have penalties applied to all students in the group. The module leader may deem that one member of the group is at fault and apply penalties to only this person.

### 5.2.3.2 Hard Copy Coursework Submission

Some coursework may require hard copy submission. Module leaders will advise students of the submission requirements in these cases.

### 5.2.3.3 Submission Errors

It is important that work is submitted to the right location or feedback and marks cannot be accurately generated in time.

- If you submit coursework to the wrong location or do not finalise an online submission (that is it is left as draft), then it is treated as late until it is submitted in the correct location.

## 5.2.4 Assessment Categories

The Assessment Handbook contains information about the category that each piece of coursework falls under.

- Please see the section on self-certification in this handbook for more information.
- A waiver means the assessment is discounted and, the module mark is calculated from the other components in the module, according to their weightings divided by the total amount of components completed.

Category	Penalty for late submission	Submission cut off	Self-certification	Extension	Waivers
A: Best $n - 1$ from $n$	0 grade	Late submissions will not be accepted	Automatic for 1 assessment in the same category on the same module	Not permitted	Automatic as part of self-certification

Category	Penalty for late submission	Submission cut off	Self-certification	Extension	Waivers
B: Waiver	0 grade	Late submissions will not be accepted	Not permitted	Not permitted	Permitted based on evidenced mitigating circumstances
C: Extension	0 grade for a piece of work worth $\leq 2$ CATS. For a piece of work worth $> 2$ CATS, 5 percentage points per working day where an extension has not been approved through mitigating circumstances (See note 3.)	Initially a period of 5 working days	Not permitted	Permitted based on evidenced mitigating circumstances for an initial period of 5 working days. Further extensions may be possible depending on the nature of the circumstances up to a maximum of 10 working days. Extensions beyond this time may not be possible due to mark and feedback return.	Not permitted

**Note:**

1. Submissions errors and technical errors are considered on a case by case basis through mitigating circumstances. There must be **clear evidence** that the circumstances could not be foreseen and were completely outside the control of the student. You are strongly advised to ensure you plan your work to allow sufficient time to submit work before the deadline. For example, failure to plan appropriately are not grounds for mitigating circumstances.
2. It is your responsibility to submit your file in the required format by the deadline and in a form that

is readable.

3. Penalties apply as soon as a piece of work is more than 1 minute late.

## 5.3 Academic Integrity

The University of Warwick Regulations provides the university's definitions and procedures about Academic Misconduct and should be read in conjunction with the University Guidance on Academic Integrity.

### 5.3.1 Definitions of Academic Misconduct

Academic misconduct are acts or omissions by a student which give or have the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or an activity likely to undermine the integrity essential to scholarship and research. An advantage is unfair if it is, or intended to be, obtained by an act specifically disallowed in this Regulation, or if it goes against the principles of academic integrity underpinning this Regulation.

### 5.3.2 Forms of academic misconduct

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

- (i) Plagiarism. Presenting someone else's work or ideas as the student's own;
- (ii) Self-plagiarism. Submitting the same work that the student has already submitted for another assessment, unless this is permitted;
- (iii) Taking a copy of another student's work without their permission;
- (iv) Collusion. Working with one or more others on an assessment which is intended to be the student's own work;
- (v) Contract cheating. Where someone completes work for a student, whether for remuneration or not, which is then submitted as the student's own (including use of essay mills or buying work online);
- (vi) Arranging for someone else to impersonate a student by undertaking their assessment or examination, in person or otherwise;
- (vii) Accessing, or attempting to access, unseen assessment materials in advance of an in-person or online examination, or to obtain or share unseen materials in advance of an in-person or online examination, or to facilitate such activities;
- (viii) Submitting fraudulent mitigating circumstances claims or falsifying evidence in support of mitigating circumstances claims (this may also be considered a non-academic disciplinary matter);
- (ix) Fabrication or falsification of research, including falsifying data, evidence or experimental results.

**Communication During Online Examinations** Communication of any type with another candidate during an online examination is considered a breach of academic integrity.

If you experience issues during an online examination you must not consult with any other candidates under any circumstances.

Access to an examination paper by any method other than the approved system or under the direction of an invigilator is considered a breach of academic integrity. Communicating with another student, sending

or receiving an examination paper with another candidate will result in an academic conduct investigation, with a likely penalty of a zero grade for the examination.

**Plagiarism:**

Plagiarism is the reproduction, and presentation as one's own, of the words or ideas of another.

Examples of these kinds of plagiarism include:

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

Plagiarism can also include self-plagiarism – that is repeating one's own, earlier work, without acknowledgement.

**Collusion:**

Collusion is the collaboration by a student with another person in producing a piece of work submitted for assessment, where that piece of work is presented as being solely the work of the student.

This can take the form of conscious collaboration, without official approval, between two or more students in the preparation and production of work which is ultimately submitted by each in an identical, or substantially similar form and/or is represented by each to be the product of his or her individual efforts.

In addition, collusion can take place inadvertently, even if there was no intent to gain an advantage by collaborating. Collusion occurs whenever work is inaccurately presented as the sole work of the student submitting it. For example, if two students share ideas to the extent that the details of any mistakes they might have made will be identical in both pieces of work, then it is very likely that they have colluded, regardless of intent. Discussion with another student while writing a piece of assessed work is not strictly prohibited, but is especially vulnerable to inadvertent collusion. No student should know the answer that another student has submitted or intends to submit, when writing or typing their own answer.

Collusion also occurs where there is unauthorized co-operation between a student and another person in the preparation and production of work which is presented as the student's own work. If you permit another student to cheat, for example by giving them a copy of your work, you are also in contravention of regulations, whether you intended for them to copy your work or not.

**Contract Cheating:**

Where a student is found to have submitted work for assessment that is procured through a third party, with or without a payment being made, this would be considered "Contract Cheating" and would therefore fall under the remit of plagiarism as defined above.

Where work has been passed to a third party for proof reading and this has resulted in changes to the work which go beyond that which is deemed appropriate in the University's Proof Reading Guidance, this would be considered a form of cheating, whether or not the work was paid for.

The University acknowledges that students may wish to seek assistance from third parties, whether they be friends, family or professional proofreaders, to review their work prior to submission. The University's policy on proofreading sets out what the University considers to be acceptable practice in this area.

### 5.3.3 Advice on Collaboration

The department recognises that discussing ideas about how to tackle questions is a valuable part of the learning process.

Unless stated otherwise on the assessment, collaboration in the sense of a discussion of general strategies or help of a general nature is allowed. However, detailed discussions and comparisons of numerical results or computer code **are not permitted** unless the module leader provides specific advice in this respect. The work you submit should be written in your own words and you should not view, see or be aware of the content of written work, computer code or computer output belonging to another student. If you use an external source such as an online discussion forum then you must cite it. In addition to being good academic practice, this will reduce the chance that your work is flagged as having potentially been plagiarised from other students who found the same source.

### 5.3.4 Training and Resources

All students are strongly advised to thoroughly consult the university's information on Academic Integrity. All students should complete the Avoiding Plagiarism course.

### 5.3.5 Software Repositories

It is becoming increasingly common for students to use repositories (such as GitHub and GitLab to store and manage their coursework or related software. If you do this, you **must** make sure that your repositories are marked as “private” (and remain so, even after you have left the University), since by default they may be public and may be seen by other students. If you make your coursework public, and it is viewed or copied by other students, you may be investigated for abetting plagiarism (just as if you had deliberately handed your work to another student to copy).

If you need to make a “portfolio” visible to potential employers, then the above still holds - either give the employer individual access (if the repository allows it), or make sure no coursework materials are included.

### 5.3.6 Use of Source Matching Software

Where the format and style of the assessment allows, the Department of Statistics uses source matching software packages as part of the submission process for assessed work. The report from source matching software packages is included as part of the consideration of assessed work, and in all further investigation of cases of suspected plagiarism, alongside the application of sound academic judgement.

Students are advised against using source matching software packages at other institutions or source matching software available online. Source matching software often automatically adds all new material to its database so this practice will lead to students' work being investigated for plagiarism.

### 5.3.7 Sanctions available to the Department Academic Conduct Panels

- (i) A reduction in mark for the assessed work to reflect the impact of the academic misconduct. The mark may be reduced down to zero;
- (ii) Require re-submission of the original work with revised referencing, for a capped mark;
- (iii) Require re-submission of a new piece of work for a reduced or capped mark.

Students should be advised that the Department of Statistics usually applies a zero grade for the entire piece of assessed work for coursework with low CATS weighting.



### 5.3.8 Sanctions available to the Institution level Academic Integrity Committees

Institution level Academic Integrity Committees can impose the same sanctions as Academic Conduct Panels, and, irrespective of whether reference to it was made by the department or by the student, in appropriate cases also the following sanctions:

- (i) Determine that the student's previous work, for which credits had already been accumulated, is to be investigated for academic misconduct by the student's home department;
- (ii) Recommend to the Academic Registrar that the student be withdrawn from the University, either for a temporary period or permanently under Regulation 36;
- (iii) Determine that a student shall have no right to resubmit, or remedy failure with respect to, the piece or pieces of work in respect of which the case was referred to the Academic Integrity Committee.

These sanctions are available to Academic Integrity Committees only where the student has shown severe, or systematic and repeat disrespect for principles of academic integrity that are not isolated to one piece of work, or where the extent or nature of misconduct is such as to warrant a sanction exceeding those listed under sanctions available to Academic Conduct Panels.

### 5.3.9 Relationship to Right to Remedy Failure Policy

- (1) Where an item of assessment is failed due to a reduction of the mark the student has the right to remedy failure if such a right exists under the University's Right to Remedy Failure Policy. This will be determined by the Examination Board.
- (2) Where failure occurs in an item of assessment that was re-submitted there shall be no further right to remedy failure under the University's Right to Remedy Failure Policy.

### 5.3.10 Support for Students under Investigation

Being under investigation for cheating can be stressful for the students concerned. If you are informed that you are being investigated for suspected cheating you may find the following helpful;

- We are committed to high standards of professionalism and academic conduct and sometimes we may investigate a case where it is found that cheating did not occur. The focus of an academic conduct panel will be understanding how a situation which caused concerns arose.
- You are entitled to bring another person to any meetings relating to investigation of suspected cheating. You may wish to invite a friend, family member, personal tutor, year tutor or advisor from the SU.
- If you are found guilty of cheating in one piece of assessed work with a low CATS value it is not likely to have a significant effect on your module or year mark. The severity of the consequences increases for any subsequent offences which is deemed to be sufficient deterrent to repeat offences.

## 5.4 Reasonable Adjustment

Special examination arrangements, as well as assessed work arrangements, may be provided as a reasonable adjustment for students with a long term condition and sometimes a any temporary impairment that is known far enough in advance.

A long term condition includes any long-term disability, diagnosed learning difference, illness, mental health condition or any other medical condition that could affect your ability to take examinations. Examples of a temporary impairment include illness or broken bones.

If you have an illness or condition that you think may require special examination arrangements please discuss this with your personal tutor and the Disability Team, part of Wellbeing and Student Support.

Students with a long term condition should register with Disability Services and meet with a Disability Adviser so that they can discuss what reasonable adjustments may be helpful to enable a student to engage with their course. Adjustments are considered on an individual basis and considered in the context of the impact of a disability or learning difference, University policies and the Equality Act (2010).

Recommendations are evidence-based; students are required to supply appropriate and recent medical evidence, or, in the case of a learning difference such as dyslexia or dyspraxia, a post 16 diagnostic assessment completed by an Educational Psychologist or assessor with a suitable practicing certificate.

Once a student has met with the Disability Team, the adviser will contact the student's department (with their permission) to recommend any specific adjustments. Although adjustments vary, it is not unusual for recommendations to be made relating to examination conditions, coursework deadlines or access to lecture materials.

Cases of temporary illness or injury will be granted a temporary arrangement at the time, or will be taken into account by the examination board after your examination has taken place; these will not carry over to the following year. If you have a temporary and/or unexpected illness, injury or condition that may result in you needing additional support for your study or examinations (for example a broken limb requiring a scribe for examinations or lectures) you should submit medical evidence of your condition to the Student Support Office, who will liaise with the Examinations Office with regard to agreeing any additional temporary support requirements or reasonable adjustments ahead of your examination taking place.

### 5.4.1 Support Recommendations

The Disability Team may provide support recommendations with advice or information about adjustments suitable for module leaders or seminar / tutorial leaders.

The Support Office will make arrangements for your module leaders and seminar / tutorial leaders to have access to the recommendations.

However, for this information to be made available to the correct people, you should contact the Support Office to ask for the information to be shared whenever;

- You complete, or amend, your module registrations.
- You join or change a new tutorial or seminar group.

It would be helpful to the Support Office if you can provide information in your communication about the modules you have chosen and details about groups that you have joined (module code, group name and teaching staff).

### 5.4.2 Special Examination Arrangements

There are deadlines by which the examinations office must receive recommendations from the Disability Team which are listed on the Alternative Exam Arrangements webpage.

Please note that the university will **not** normally grant special examination arrangements for any requests which are made after the appropriate deadline which relate to circumstances which are not unexpected and could reasonably have been anticipated.

Once accepted, these arrangements will continue for the duration of your degree course.

Students who have a late diagnosis of a learning difficulty are advised to submit a mitigating circumstances claim for affected examinations for which reasonable adjustment was not provided.

### 5.4.3 Class Tests

Regarding class tests and other assessed work, special arrangements need to be discussed and agreed with the relevant department for each module for which you require special arrangements. In addition to the contacts above, please notify the Student Support Office (both at the Department of Statistics and the Department which offers the corresponding module).

It is not required for you to notify module leaders if you do not feel comfortable doing so, but we recommend notifying them, as it will give more time for them to consider how best to accommodate your specific requirements.

Please let the Student Support Office know about special arrangements at least 10 working days before the class test takes place or the assessment is due. If possible let us know earlier to allow us to best support you. Insufficient notice to the corresponding departments may mean that it is not possible to make appropriate arrangements in time for the class test or assessment.

### 5.4.4 Coursework Deadlines

The Disability Team may recommend that the department shows some flexibility on assignment deadlines but they do not recommend automatic extensions.

Extensions for non-medical reasons tend to have an impact and a knock on effect on subsequent deadlines and therefore are not usually routinely recommended.

Students **must** still request an extension through the normal extension request process, each time they wish to be considered for an extension. Extensions are never granted by default and each request will be considered individually. If you wish to discuss, in advance, the likelihood of an extension being approved please contact the Year Tutor and / or Disability Coordinator.

### 5.4.5 Religious Observance

If for reasons of religious observance you are unable to take examinations on particular day(s), you must notify your academic department and the Academic Office (Examinations) of your preferences, by completing the Religious Observance form.

While the University will make every reasonable effort to avoid the times/dates in your request, owing to the logistical constraints and difficulties involved in scheduling examinations, it may prove impossible to avoid those times/dates for your examinations. In such an event you may wish to ask your academic department to see if they can make any alternative arrangements for you, or ask the relevant University Chaplain if they could help in terms of chaperoning arrangements. Therefore please note that submission of the religious observance request form does **not** mean that your examinations will definitely not be set on the dates/times you would wish to avoid.

Fully completed forms should be submitted in accordance to the instructions provided on the the Religious Observance form.

Please note that late submissions will **not** be accepted. It is vital that you check the deadline if you intend to submit a religious observance form.

## 5.5 Mitigating Circumstances

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.

The University maintains a policy on mitigating circumstances.

### 5.5.1 Mitigating Circumstances

For mitigating circumstances to be considered you **must**:

- Submit the information in a claim in the **Tabula mitigating circumstances portal**.
  - Information disclosed to personal tutors or other staff will **not** be considered.
- Claim **all affected assessments and examinations** and the dates.
  - It is not possible to consider any assessments or examinations that have not been claimed in the mitigating circumstances portal.
- Submit the claim by the **deadlines** shown below.
  - If you do not submit by the deadlines shown below then your claim will be rejected unless the mitigating circumstances panel considers that there are strong grounds for the late submission (e.g. hospitalisation, late diagnosis).
- Respond to requests for additional information within 5 working days.

Deadlines for claims relating to coursework:

- You must claim **no more than 20 working days after the deadline of the assignment**.
- You should not claim more than two weeks before the deadline. Claims submitted too far in advance will be rejected.
- Also see the Statistics Assessment Handbook and course handbook sections on self-certification and coursework for more information about possible extensions and waivers.

Deadlines for claims relating to submission or technical issues in online class tests or examinations:

- You must claim **within 3 hours of the online class test or online examination**.

All mitigating circumstances claims and supporting evidence must be received **in full** by the following dates or will not be considered until the following examination board:

- Year 1: **Friday of Week 8 of Term 3**
- Year 2: **Monday of Week 10 of Term 3**
- Year 3/4/MSc taught component: **Monday of Week 8 of Term 3**
- MSc Dissertation: **2 weeks after submission deadline**
- All years September examinations: **3 working days after the student's last examination**

If there is strong reason for late submission of a claim (such as hospitalisation or late diagnosis) then a mitigating circumstances panel can decide to accept a late mitigating circumstances claim. However, some options may not be available for an accepted late claim such as entry for a reassessment examination or an extension for coursework.

Claims that are submitted after the deadline without an explanation or where the reason is not deemed sufficient will be **rejected**.

### 5.5.2 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

- significant (they have more than a minor impact on you),
- unexpected (you must have had no prior knowledge of the event),
- unpreventable (there was no reasonable steps you could have taken to prevent the event),
- relevant (you must be able to link the event, and its impact on the period for which your claim is being made)
- corroborated (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.

Some students have a late identification of a disability and so reasonable adjustments to assessments may not be in place. This scenario is dealt with through the University's mitigating circumstances procedure.

### 5.5.3 Support for Mitigating Circumstances

The Department's Student Support and Progression Officer can provide support for 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 Year Tutor. Additionally, you may wish to consult staff outside your department for extra support and guidance, e.g. Wellbeing Support Services or one of the advisors at the Students' Union Advice Centre.

Even if your circumstance is not eligible for consideration it may nevertheless be something for which you should seek support.

**Note.** A successful mitigating circumstance case does not excuse you from an assessment as the learning outcomes for the module(s) affected must still be undertaken. It may lead to 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).

### 5.5.4 Confidentiality

Any information provided by you is sensitive and will be treated confidentially and in line with General Data Protection Regulation (GDPR).

Any student who believes that the mitigating circumstances submission contains highly confidential evidence, may show their evidence in person or in a video-call to the Year Tutor. Subsequent communication by staff in possession of such confidential information to other bodies (such as to Board of Examiners boards

and/or module leaders) is limited to listing the categorisation of mitigation (e.g. extension, waiver, etc) and reporting the appropriate grading (mild, moderate, or severe) of the MC submission and **not** the details of the actual circumstances or specific evidence. Note that showing evidence in person serves the sole purpose of confirming facts described in the mitigating circumstances claim, and the merits of the claim will not be discussed in this meeting.

### 5.5.5 Reporting of Mitigating Circumstances Information

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. 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.

Mitigating circumstances not submitted by the relevant deadline cannot be considered by the appropriate Board of Examiners. You will be required to submit an appeal and you will be required to explain why it was not possible for you to submit your claim by the deadline. Your appeal may only be considered by an Academic Appeals Committee as part of an academic appeal, please see Regulation 42. Section 5.11 provides more details concerning appeals.

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

### 5.5.6 Eligibility

In principle, if your circumstance requires treatment or support by a professional or a University Support Service, it is likely to qualify as a mitigating circumstance. If you have not accessed support then it might not be serious enough to warrant mitigation. For example, if an illness does not require medical treatment (e.g. medication prescribed by a GP, GP visit or a referral to specialist physical or mental health services) or is minor (e.g. cough or cold) then it will not normally be eligible.

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

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.

### 5.5.7 Mitigating Circumstances Outcomes

The possible outcomes of an accepted claim for mitigating circumstances are set out in the Mitigating Circumstances Guidance for Students. The following is a summary and you must refer to the formal guidance on the outcome.

- Grant extension for submission of assessed work.
- Waive or reduce penalties for late submission of assessed work
- Recalculation of module mark to disregard an assessment component worth 3 CATS or less (also subject to additional restrictions).
- Allow further first attempt or further resit attempts in failed modules
- Permit to proceed to next year of study
- Recommend that Academic Registrar permit a repeat of the year in full as first attempt or resit.
- Award degree, or higher class of degree, than merited by marks returned

Where an assessment component is waived, the method for calculating the module mark is as follows:

- When one or more assessment components in a module are waived, the overall module mark will be calculated as a weighted average of the remaining components.
- Where one or more sub-components of a reportable component are waived, the component mark will be calculated as a weighted average of the remaining sub-components.

It is not permitted to amend module marks, other than removal of penalties or reweighting of assessment components, and there is no **formal** classification or year mark for students in their first year or intermediate years.

Consequently, although you may receive a year mark or classification for your first year / intermediate year performance, this is usually based solely on the calculation of the weighted mean of returned module marks (except under exceptional circumstances). If you are permitted to proceed (at any stage) mitigating circumstances that have not been already accounted for under a different outcome will be considered by your final year examining board with respect to the award of the degree and the classification.

The year mark provided by the Department does not appear on transcripts and is not used for any official purposes. If you have accepted mitigating circumstances we know that your year average may not be reflective of the performance that you are capable of. You are allowed to use a plausibly higher predicted degree classification in job applications. However you should discuss with your reference writers what they feel would be a realistic classification to use, to ensure that you use a prediction that they would be prepared to support, and so that they are aware that such support may be required.

Please note that it may not be advantageous to predict a higher classification as you could be made a conditional offer which you are not able to achieve. It would be better to ensure that you have a realistic chance of meeting the requirement for any offers that you receive.

#### 5.5.7.1 Mitigating Circumstances Outcomes for Examinations

It is important that you understand the potential outcomes of an accepted mitigating circumstances claim for examinations. As stated in Mitigating Circumstances Guidance for Students Section 10

- marks will **not** be changed for assessed work or examinations.

An accepted mitigating circumstances claim for an examination will most likely result in:

- **Further First Attempt (FFA)**. In the case of mitigating circumstances being accepted for the first attempt of an exam and you failing the module, you will be allowed a further first attempt of the exam. Marks for further first attempts are not capped. This attempt would take place at the next available opportunity, which is usually the resit period in September. If you fail to attend the next opportunity,

then your mitigating circumstances will expire, and you would **not** be consider for mitigation again unless you submit a new claim with appropriate evidence to explain your absence from the FFA.

- **Further Reassessment Attempt (FRA).** If a mitigating circumstances claim is accepted for a resit exam and you fail the module, you will be allowed a further resit opportunity with capped marks. All other details are as above for FFAs. Mitigating circumstances for a resit exam cannot result in a further first attempt.
- **Consideration by the exam board.** Mitigation circumstances being accepted for a first attempt exam or a resit exam in a module you pass will not result in an opportunity to retake the exam. Instead, a summary of the circumstances will be given to the exam board of your final year, so that they can take your circumstances into account when determining your degree classification. Module marks on your transcript will not change as a consequence, and it is possible that such accepted mitigating circumstances will have no effect if your weighted average mark is not close to a degree classification boundary.

If you do not meet the Year's Progression Requirements by the September exam boards, then you will normally be required to resit without residence. This means taking a year out, and returning to complete your reassessments to meet the progression requirements at the next resit opportunity.

In the case of long-term severe circumstances impacting your ability to undertake your studies and assessment, you are advised to think about your wellbeing and seek advice on whether a period of temporary withdrawal may support your wellbeing better than mitigating circumstances. In this case, you are advised to discuss your situation with your personal tutor, as well as University Wellbeing Services.

### 5.5.8 Deferral of Examinations

Where there are circumstances that severely impact a student's ability to sit or prepare for a complete examination period and that are, if possible, independently evidenced, the Departmental Senior Tutor may request on the student's behalf a deferral of the examination period. Deferrals may only be requested with a student's permission.

The student's examination period will be deferred to the next available opportunity, which is normally the September reassessment period for that year (or block) of study.

It is only possible to defer all examinations in a block (e.g. January, April, or Summer). It is not permitted to defer after one or more examinations have been sat - these situations would be considered under mitigating circumstances. Examination deferral requests will be rejected if not submitted in advance: two weeks before the January examination period starts, or one week before the April and Summer examination periods start.

If you believe that deferral of examinations should be considered for your situation, you should contact your Year Tutor **as soon as possible**.

### 5.5.9 Further Information

Full information about mitigating circumstances can be found at the University of Warwick Mitigating Circumstances Advice for Students.

This includes details and examples of:

- claims that fall within the definition of mitigating circumstances,
- claims that do not fall within the definition of mitigating circumstances,
- acceptable evidence,
- possible outcomes.



Advice about mitigating circumstances claims can be obtained from your Year Tutor.

## 5.6 Self Certification

Self-certifications are designed to enable students to obtain minor mitigating circumstances for eligible assessments without being required to obtain evidence for conditions such as minor illness, family emergency, caring responsibility.

The university has a policy for self-certification for extensions which can be found under section 4 of the mitigating circumstances policy

### 5.6.1 Self Certification: Statistics Department

For Statistics modules the eligibility of assessments is listed in the assessment handbook. Typically these are small assessments taken during the term.

For eligible assessments, if you do not submit your assessment by the deadline, then the eligible assessment is discounted and, the module mark is calculated from the other components in the module, according to their weightings divided by the total amount of components completed.

The Statistics Department provides self-certification in the form of waivers for eligible assessments. These are automatic applied through the calculation of the best  $n - 1$  from  $n$  eligible assessments.

Some other Departments, notably Mathematics, operate similar processes.

### 5.6.2 Self Certification: Non-Statistics Department

If you take modules outside statistics, then these departments will state how they operate self-certification. The Statistics Support Office **cannot** process self-certification requests for another department.

For assessments that are delivered via Moodle or other assessment systems (such as myWBS), the deadline will need to be manually processed. Please check the eligibility of assessments carefully before self-certifying and allow time for any deadlines to update, this could be several working days depending on demand.

For assessments that are delivered via Tabula the deadline will automatically be extended for you.

All undergraduate and postgraduate taught students are able to use two self-certifications per academic year on eligible assessments. Some students with reasonable adjustments via Wellbeing and Student Support may be granted more self-certifications.

You will not be required to state your reasons for using a self-certification. However, the self-certifications are designed to allow you to gain an extension or waiver when you are ill or have an unforeseen situation so you should try to only use them when needed.

- For you to receive an extension or waiver for an eligible assessment you must submit a self-certification form electronically before the end of the working day where the deadline falls. If you submit the self-certification the day after the deadline or later the assessment will not be eligible.
- Each self-certification covers any number of assessments within a 5 working day period.
- You cannot self-certify more than once for the same assessment.
- You cannot self-certify after being granted an extension via mitigating circumstances.

- The self-certification form is available in Tabula under your profile, personal circumstances. Usually, but not always, eligible assessments will be available for you to select from a drop down menu.

If you have, or can obtain, evidence from a medical professional or other independent verification then we would advise that you submit a mitigating circumstances claim rather than a self-certification. If you have not received an outcome for your mitigating circumstances claim by the deadline of a piece of assessed work, you can self-certify whilst awaiting the outcome of the claim. The self-certification will be cancelled for you if it is not needed.

## 5.7 Remediating Failure: Resits and Further First Attempts

### 5.7.1 Pass Mark

The pass mark for all Masters level module is 50%.

### 5.7.2 Failed Modules

All students commencing study on a taught undergraduate or postgraduate programme have the right to remedy failure on one occasion in each module at the earliest opportunity.

Students have the right to remedy failure in modules where the overall fail minimum pass mark has not been reached/achieved.

Where a module has been passed overall, students are not permitted to remedy failure in individual assessment components, unless the requirement to pass these components has been specified in the module approval form (which is usually displayed in the module catalogue).

The recommendation to offer the opportunity to resit can only be made by Board of Examiners, who will determine if the reassessment is either a required or optional resit, and if it is being taken as a second attempt or further first attempt. A resit is a different exam or assessment on the module material. For most statistics modules a resit will consist of a new examination paper.

Further attempts for the core modules ST903 and ST952 take place in April of the same year as the first sits. Further attempts for all other Statistics modules take place in September.

### 5.7.3 Further Attempts

A further attempt at a module may be classified as a resit, where the mark is capped at the pass mark, or a further first attempt where the mark is not capped.

Resit marks for ST-modules are usually calculated based on the examination ONLY with coursework marks not taken into account when calculating the module mark. This usually works in your favour as students who have failed the examination tend to have failed the coursework and calculating a resit mark from 100% examination enables you to focus on passing the examination without being burdened with coursework in addition.

Some modules, usually those with a high coursework weighting, will be reassessed by a combination of coursework and examination. Each module has an entry in the module catalogue which states the reassessment method.

Further first attempt marks for ST-modules are usually calculated based on the examination and the original coursework submission. If the original coursework was affected by accepted mitigating circumstances the

Board of Examiners may choose to offer a further attempt at the coursework component or calculate the module mark based on the examination only.

#### 5.7.4 Attendance at September Examinations

University requirements are that all students must return to Warwick University to sit their examinations.

Please note that it is your own responsibility to book any overnight accommodation you may require during the September examination period. The University offers overnight accommodation, which can be booked by visiting the accommodation website. Accommodation will be offered on a first-come first-served basis as there is a limited number of rooms available.

## 5.8 Examining Boards and External Examiners

### 5.8.1 Examining Boards

Board of Examiners are appointed annually by Senate and are constituted in line with Regulation 9 about Constitutions of Boards of Examiners.

### 5.8.2 MSc Board of Examiners

The MSc board of examiners is a Departmental Board that only considers students with their home department in Statistics. It comprises staff from the Department of Statistics and external examiners. It meets twice per year, once in June to determine progression to the research component of the Masters and once in the Autumn to determine classifications.

### 5.8.3 External Examiners

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate

and also to offer carefully considered advice on good practice and opportunities for enhancement.

External examiners are provided with all draft first sit and reassessment examination papers and other major elements of summative assessment that contribute to the final award for comment and approval, together with model answers (where appropriate). They are asked to scrutinise examination papers for accuracy and to confirm that intended learning outcomes are being appropriately assessed. The external examiners provide suggestions for amendments to examination papers before they are finalised.

External examiners have access to scripts and assessment material contributing to the final classifications and make a report to the Board of Examiners on the standards of marking. They do not amend individual marks but may make recommendations to audit / validate the marking and moderation process.

During the process of classification, the External Examiner ensure that special consideration is given to candidates whose performance places them at the top and bottom of the group as a whole, or whose performance falls on the borderline between two classifications or is a fail.

External Examiners are full members of the Board of Examiners. They have the right to be present at all examiners' meetings at all stages contributing to degree classification and to participate in discussions of the Board. They are required to be present at Examinations Boards at which University awards are recommended.

External Examiners do not make judgements in relation to mitigating circumstances or academic integrity except to ensure that the University's relevant procedures have been followed.

No award of the University can be made without the participation in the assessment process of at least one External Examiner.

## 5.9 Classification

Please see section 2.3 for Classification overview

## 5.10 Mark Release and Transcripts

### 5.10.1 Mid-Year Marks

The marks given for assessed work and examinations taken before the end of the academic year are always provisional and may be changed by the Board of Examiners.

### 5.10.2 Assignments and Class Tests

- All coursework marks for ST modules will be made available to you in Moodle in the Grades section of the Module pages. The marks as shown in Moodle will be used to calculate the module mark.
- You are responsible for checking that the marks recorded in Moodle are accurate and reporting any issues or errors (such as if you believe a penalty has been incorrectly applied) to the Statistics Support Office within 10 working days of the end of the term in which the assessment took place.

### 5.10.3 January Examinations

- Module marks will be returned within the academic year. These marks are provisional until considered by the examining board and ratified by the external examiners.
- Marks will be returned as soon as possible therefore it is not possible to specify an exact date. However it will normally be no later than the end of term 2. You will be notified by email when the marks will be released.

### 5.10.4 April / Summer Examinations

- Year average / classifications will be published online as soon as possible after the relevant examining board.
- You will be notified of the release of the summary information and provided a link by email.

- The University of Warwick uses a unified mark release system in Tabula. The release of results will be set according to the university schedule. Please note that students on the third year of an integrated masters are usually classified as intermediate year students and receive their results at the same time as year 2, which is usually later than year 3 finalists.
- Your personal tutor will have access to your individual module marks when the information is published in Tabula.
- Please see the mark release webpage for information about when your marks will be released.
- Module marks will be returned with the post exam board results. The release will contain;
  - The progression decision if you are expected to continue to another academic year
  - The outcome (classification or reassessment) if you are expected to graduate this academic year
  - Component marks for each module
  - Overall module marks
  - Information about reassessments that you have been entered for
  - Information about whether reassessments are required or optional and whether they are capped resit or uncapped further first attempt.

### 5.10.5 Dissertation Marks

- Dissertation marking is moderated and scrutinised by external examiners.
- Dissertation marks are released with the post exam board results.

## 5.11 Appeals

If it is decided that your performance merits the award of a lower qualification than the one for which you were registered or does not merit the award of a qualification at all, you have a right of appeal. Regulation 42 sets out the procedure to be followed for taught postgraduate courses and for research postgraduate courses. Regulation 42 sets out the process for considering appeals and is available here.

Students should note that there is no right of appeal against the requirement to resubmit work or resit examinations nor against the decision to award a Master's degree at pass level rather than with distinction or merit.

You can download the appeals form (in Word format) here.

Further information on submitting a postgraduate appeal may be found at [https://warwick.ac.uk/services/academicoffice/gsp/pg\\_appeals](https://warwick.ac.uk/services/academicoffice/gsp/pg_appeals).

**\*All appeals must be lodged in writing within ten University working days of the publication of the result which is the subject of the appeal\***. Supplementary information / evidence may be added to an appeal after this time.



# Chapter 6

## Support, Well-being and Values

### 6.1 Personal Tutor System

Each MSc student is assigned a **personal tutor**, a member of staff who has oversight of your work throughout the course, and who is available to give you general help and advice. Your personal tutor should be your first port of call if you have any general problems with the course, or if you have any personal concerns or complaints that you wish to discuss.

Some specific ways in which your personal tutor can help are:

- discussing possible option choices;
- advising you about where to find further help on the campus if you need it;
- writing a letter of reference when you apply for jobs, grants, or further postgraduate study;
- discuss career plans, in particular if you are envisaging doing a PhD (your tutor will know a lot about this).

In addition your personal tutor has certain formal duties to represent you at exam boards and in disciplinary matters. More information for students about the Personal Tutor system can be found online at the university's Information for Student pages.

Please note that your personal tutor is not responsible for academic queries about a specific course. These should be referred directly to the lecturer concerned - most course lecturers will run tutorials from time to time to answer questions or go over assessed work, or will be prepared to see students on an individual basis.

The MSc Course Director has overall departmental oversight and responsibility for the MSc course, and is usually available to see students when needed. If you have any difficulties with the tutorial arrangements, you should discuss these with the MSc Course Director.

If you feel inhibited from talking to a tutor or other member of staff in the first instance, you may also consider talking to a member of your Student Staff Liaison Committee, the Students' Union, the Faculty or University Senior Tutor or a member of staff in Wellbeing Support Services for initial, informal advice.

## 6.2 PGT Support and Resources

### 6.2.1 Warwick Graduate School

The Graduate School at Warwick is responsible for enhancing postgraduate student experience and upholding the high standards of graduate educational provision across the University. The Graduate School provides support to students to ensure timely progress, academic success and appropriate preparation for careers, and is available as a source of information and support beyond students' departments.

To meet the needs of the University's postgraduate students, the Graduate School:

- Works to ensure that postgraduate students are provided with appropriate facilities and take advantage of the wider student experience offered by the University environment, for example the Wolfson Research Exchange and the PG Hub
- Supports and delivers a series of activities and events to provide postgraduates with opportunities for networking and socialising beyond their departments
- Administers student feedback mechanisms
- Provides information and support to students applying for internal and external bursaries and scholarships
- Offers impartial advice on the University's regulatory framework
- Supports the conduct of formal appeals and complaints processes and other investigations

For the latest information on how the Graduate School can support you in your studies please visit: <http://warwick.ac.uk/gsp>.

### 6.2.2 PG Hub

Ground floor, Senate House (card access, postgraduate-only)

PG Hub is a peer-led collaborative community space that brings together postgraduates from across Warwick. 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
- Access support for your dissertation through Dissertation Station
- Find mentorship to take you to the next level
- Get actively involved in cultural events, such as Hallowe'en, the Burns Poetry Competition, Chinese New Year and a Nowruz Celebration
- 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 – 00:00 (see website for holiday opening)

For more information:

[http://warwick.ac.uk/pghub/postgraduate\\_hub](http://warwick.ac.uk/pghub/postgraduate_hub)

#WarwickPGHub

[pghub@warwick.ac.uk](mailto:pghub@warwick.ac.uk)



### 6.2.3 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.

There are plenty of opportunities to meet other students.

For more information:

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

[skills@warwick.ac.uk](mailto:skills@warwick.ac.uk)

[@warwickskills](#)

## 6.3 Departmental Support

There are many sources of support in the Department of Statistics and a brief description of the roles in the Department of Statistics are shown below. The handbook section on contact details provides the names of the staff who are currently fulfilling the roles.

The **Department Student Support and Progression Officer (SSPO)** has a dedicated resource to support students experiencing personal difficulties. Aimed to assist students to get back on track, progress and engage with their studies, Minhaz offers non-judgemental advice, information and guidance on a breadth of issues.

The **Departmental Senior Tutor** ensures that the personal tutoring system runs smoothly and efficiently within the Department and provides help and advice to the Personal Tutors. At the same time, the Senior Tutor serves as a link between the Department and the Faculty Senior Tutor.

**Year Tutors and MSc Tutor** contribute to student information sessions, develop the community, work with the Senior Tutor to provide contextual information to Personal Tutors and provide year-specific briefing to students regarding examinations and progression. The Year Tutor may also interact directly with students to help in specific matters whose nature require resources and/or support beyond the role of the Personal Tutor (for example, cases of personal issues with the student's Personal Tutor, cases of temporary withdrawals, cases of concerns for lack of attendance, specific cases of mitigating circumstances, and so on).

The department's **Director of Student Experience and Progression (DSEP)** is responsible for working with students to enhance the student experience. The DSEP works closely with the department's SSLC, and will carefully consider any students' views or feedback.

The **Disability Coordinator** liaises with Wellbeing and Student Support and teaching staff to provide interpretation of reasonable adjustment recommendations in the context of statistical education.

The **Equality and Diversity Representative** is the Departmental champion who implements and embeds initiatives in the Department. They are also available to support students and their personal tutors with any issues relating to equality and diversity.

## 6.4 Central Support

### 6.4.1 Wellbeing and Student Support

Wellbeing and Student Support offers an access point to all Wellbeing services – following a short consultation, they will refer you to the most appropriate Wellbeing colleagues for support. In addition, Wellbeing and Student Support offers advice and support appointments on a wide range of issues. If there is something troubling you, or hindering you from focusing on your studies you can talk to Wellbeing.

The issues may be:

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

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

### 6.4.2 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. There are a wide variety of services, including individual counselling, group sessions, workshops and email counselling.

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. Counselling and psychology can help with exploring issues to develop insight and bring about positive change to psychological and emotional distress.

The Counselling and Psychology Interventions Team is located on the ground floor in Senate House. To access these services, submit an enquiry through their webform.

### 6.4.3 Disability Team

The University offers a wide range of support services to students with disabilities and encourages a positive climate of disclosure. Students with disabilities can seek advice and support through the Disability Team in Wellbeing and Student Support. Academic Departments, the Dean of Students' Office, the Students' Union, the Health Centre and other teams in Wellbeing and Student Support can also offer advice and guidance to students with disabilities. Further information can be found at the University Support Services webpage.

The Disability Team 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.

### 6.4.4 University Dean of Students and Faculty Senior Tutors

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

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

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

The Dean of Students' Offices are located on the First Floor of the Senate House (open Monday to Thursday, 9am-5pm, Friday 9am-4pm). In the first instance, please contact the appropriate Faculty Senior Tutor. The Dean of Students Office can be contacted on: [DofSResourcePA@warwick.ac.uk](mailto:DofSResourcePA@warwick.ac.uk) or telephone the Offices on 024 76522761.

### 6.4.5 Student Immigration & Compliance

The Student Immigration & Compliance team supports all EU and international students during their studies at Warwick and is able to assist 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, Police registration, providing letters to prove student status for visa purposes, banking); and the International Student Experience (social events and trips for international students and their families, and the opportunity to take part in Host UK visits).

#### 6.4.5.1 Immigration Advice for Students

Advice on immigration can only be obtained via authorised staff who are deemed to meet the Immigration Services Commissioner's Code of Standard and Guidance. You should contact the Immigration Team at [immigrationservice@warwick.ac.uk](mailto:immigrationservice@warwick.ac.uk) or the Students' Union Advice Centre at [advice@warwicksu.com](mailto:advice@warwicksu.com) in the first instance for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your ability to hold a visa to remain in the UK and you may wish to seek advice accordingly. You will find more information from the Immigration Service webpage. The Student Immigration & Compliance team offers a live chat service for advice. For in-person queries they are located on the ground floor of Senate House (open Monday to Friday, 10am-2pm).

### 6.4.6 University Health Centre

Students resident on campus and in some local areas should register with the University Health Centre. Students must be registered in order to use the Health Centre, although the Centre may be able to assist non-registered people in emergencies.

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

Students living off-campus, who are not able to register with the health centre, can locate their nearest GP by visiting the NHS webpage.

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

### 6.4.7 Students' Union Advice Centre

The Students' Union Advice Centre provides free, independent, nonjudgmental, impartial and confidential advice to Warwick students. It offers the service to all Students' Union members irrespective of race, gender, sexual orientation, age, disability or religious belief. The Advice Centre acts on behalf of and in the interests of their clients independently of the University and other agencies.

Some of the main areas of advice provided by the Advice Centre are:

- Academic advice: appeals, complaints, change of course and problems, temporary or permanent withdrawal, any University Committee proceedings (continuation of registration, cheating or plagiarism, fitness to practice, fitness to attend, fees and other monies owed to the University)
- Housing advice: campus accommodation, 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, the Advice Centre recommends contacting them to get advice as early on in the process as possible.
- Personal advice: Health, sexuality, harassment.
- Consumer advice: faulty goods, utility bills, mobile phone and computer problems.
- Employment advice: tax and national insurance, non-payment of wages, terms and conditions of employment.

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

The Advice Centre is on the second floor of SU HQ (open Monday to Friday, 9am-3pm). It will see students by appointment and can be reached via the Warwick SU Advice centre webpage.

### 6.4.8 Student Funding

The Student Funding team offers advice and guidance on all aspects of financial support. This includes government grants and loans, and scholarships and bursaries provided directly by the University. The team can provide budgeting advice to help make students' money go further and also administers University hardship funds.

Students should visit Student Funding if they want to know what financial support they may be entitled to; want to know more about the scholarships and bursaries; are having difficulty paying for day-to-day living expenses; or have additional financial needs because they care for a child or have a disability.

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

### 6.4.9 Community Safety

The Community Safety team (formerly Campus Security) 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 security on campus, you can email: [Community.Safety@warwick.ac.uk](mailto: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.

### 6.4.10 Chaplaincy

The Chaplaincy is a place of hospitality, safety, care and encounter. We're here for absolutely anyone, of all faiths and none, who would appreciate the different pace of our space and the support of our Chaplains.

If you need space to reflect in the midst of a busy academic life, you can find it here. If you have a particular faith and 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. In addition to a large central space used by all faith groups, we have a Christian Chapel, Islamic Prayer Halls and a Jewish meeting room with Kosha kitchens on Central Campus, plus Multi Faith Prayer Rooms on Westwood and Gibbet Hill Campuses. The Chaplaincy can be contacted on 02476523519 or chaplaincy@warwick.ac.uk.

## 6.5 Community and Values

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

**Warwick Values**, summary of values set out by the university.

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

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

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

**Student Rights and Responsibilities**, which provides quick and easy links to University regulations, policies and guidelines that govern what a student can expect from the University, and what they need to adhere to as a student.

# Chapter 7

## Student Voice

### 7.1 Student-Staff Liaison Committee (SSLC)

SSLC stands for Student-Staff Liaison Committee. There are SSLCs in each department in the University that feed into both the Students' Union and the University administration. The Warwick Student Union also provides more information on academic representation.

SSLCs are committees made up of elected student representatives, also known as Course Reps, and members of staff, also known as Academic Convenors. They are student-led and provide an area for students and staff to discuss ideas and solve problems connected with teaching, learning and student support.

SSLCs allows students to have a say on their course, their department, and their resources and is a great way to input into your university. They also provide an opportunity for the department to consult with students and receive feedback on new proposals.

Students are elected to the position of course rep by their peers, and represent their course and year in the SSLC. As a Course Rep you must attend the SSLC meetings and maintain a dialogue with students on your course throughout the year.

If you're interested in the work of the SSLC, or have an issue you would like to be discussed, you should speak with one of your Course Reps. If you have questions about the running of the SSLC, you should speak with the SSLC Chair.

### 7.2 Module Feedback

#### 7.2.1 How is Module Feedback Collected?

Initial feedback is collected for each individual lecturer early in their lecture series.

Final feedback is collected for each module shortly before the end of the lecture series.

Initial feedback usually takes place in week 4 but can be earlier if the module leader desires to collect early student comments and final feedback usually takes place in week 9. However, this varies for modules with mid-term start dates and split teaching.

A student representative usually attend one of your lectures and ask you to complete module feedback online using a smart phone, tablet, laptop or other device.

## 7.2.2 What Happens to the Feedback?

Summary information and all comments are passed to the lecturer, the SSLC representative for the module and the Deputy Head of Department (Teaching & Learning). The SSLC reviews themes observed in the comments.

The lecturer writes a response to the feedback and this is posted on the module pages and, wherever possible, verbally returned to students in a later lecture.

SSLC reviews all modules to identify modules for commendation and passes unresolved issues to the Department of Statistics' Teaching Committee for further discussion.

There may not be sufficient time for the feedback that you give to have an impact for you and your cohort because some actions, such as changing the assessment weighting, have a significant lead time. However you will benefit from actions taken in response to feedback from the years above you and your feedback will benefit the years below you.

## 7.2.3 What Constitutes Useful Feedback?

You are accustomed to being on the receiving end of feedback when your work is returned with comments from the marker. If you think about what you do and do not find useful as feedback on work, you will be in a good position to provide helpful feedback on modules. Here are some points to start you thinking:

**Be specific — be constructive:** For example, a bare mark on a piece of work is not very helpful, since it gives no guidance as to what was wrong with it. In the same way, just saying that you did not like a module does not give any indication to the lecturer as to what steps they should take to improve the module. Was the pace too slow? Too fast? Did you find it hard to see the relevance of the material? Or is the fact that you didn't enjoy the module perhaps nothing to do with the teaching, but rather means that you made a mistake in an option choice and chose a module which turned out not to fit in with your personal interests? Make good use of opportunities for open-ended comments to explain these points.

**Mention the positive as well as the negative:** It is always good to know what you got right but discouraging to read comments on work which only mentions what went wrong with it. When a lecturer is doing something well, and you let them know that, then it gives them encouragement to do it again. So when you comment on a module, try to mention any features which you particularly enjoyed or found helpful.

**Be honest with yourself:** People often talk about 'teaching and learning' to show that the educational process requires participation from two people — the teacher and the student. You cannot expect to get full benefit from a module if you simply attend lectures and do any assessments — you need to do the module reading, participate fully in example classes, etc. So before you indicate that you did not get much out of a module, ask yourself honestly what you put in.

**Try to separate personality from content:** During your time at Warwick you may be taught by several dozen members of staff. It would be surprising if you liked all of them equally as people, or if there were not some who had habits and mannerisms which irritated you! But try to keep your reaction to lecturers' personalities separate from your reaction to their teaching. It is possible for you to regard someone as extremely irritating but still get a lot out of their teaching. Be considerate: Lecturers are people with feelings just like students. Sometimes you may need to be critical of aspects of a module, but you should try always to offer criticism in a sensitive way. Comments such as 'X is the worst lecturer I have ever had' are neither useful nor constructive.

**Be conscientious:** Please complete feedback forms for all your modules. If we only get a small number of forms returned, then we may well get a biased idea of students' views — and that idea may not coincide with yours. So don't lose your opportunity to be heard!



## 7.3 Course and Student Experience Feedback

The Department is constantly looking for ways to improve the experience we provide to our students. We can only do this if you give us your feedback and work with us to resolve any issues.

You can provide feedback via a number of ways;

- SSLC - you can contact your course reps and ask them to raise issues or propose an idea at the next SSLC meeting.
- Personal Tutor Meetings - during personal tutor meetings you may want to give feedback on aspects of your course.
- Statistics Department Surveys - you may be invited to take part in a survey on a particular topic. This is usually where we have identified an area that we could improve but need more information or a larger sample size to make the right decisions.
- Warwick Student Experience Survey - The University of Warwick usually runs a Student Experience Survey during the autumn term.
- National Student Survey - Third / fourth year students are invited to take part in the National Student Survey in February of their final year.
- Informal conversation - one of the most useful forms of feedback is often a chance conversation. You should feel able to chat to staff about your experiences.

## 7.4 Complaints

The Department of Statistics follows the University of Warwick Student Complaints Resolution Pathway for informal and formal concerns or complaints.

The aims of the Student Complaints Resolution Procedure are:

- to resolve complaints in a timely, effective and fair manner; and
- to resolve complaints as close as possible to the academic or service area in which they arise

A complaint is defined for this Procedure as “an expression of significant or sustained dissatisfaction where a student seeks action to address the problem”.

The Complaint Form is available online.



# Chapter 8

## Careers and Personal Development

### 8.1 Careers Guidance, Events and Resources

#### 8.1.1 What Do Statistics Graduates Do?

Graduates from the Department of Statistics enter a diverse range of careers. Many opt to work within the Financial Services sector with the Actuarial, Accounting and Investment Banking opportunities being particular favourites. These roles often involve the study for professional qualifications such as ACA, CIMA, CFA and the actuarial examinations. Other frequent career choices include eCommerce, Business and Industrial Consultancy, Operational Research, Marketing, Scientific Research, and Government. Statistics graduates develop a strong range of transferable skills including excellent numerical, problem-solving and analytical abilities. These along with your ability to communicate complex ideas effectively are highly sought after by employers.

A number of students decide to continue in academia, studying for either a Statistics related Masters or PhD. Alternative study routes have included the study of Management Science & Operational Research or the PGCE teaching qualification.

#### 8.1.2 Careers Guidance

Making good career decisions involves thinking about your interests and values and also spending time researching possible occupations. If you would like to discuss your ideas or feel you need support with working through your options and developing ideas then please book an appointment with a Careers Consultant. To contact Student Careers with general questions about support, events etc., please email [careers@warwick.ac.uk](mailto:careers@warwick.ac.uk).

#### 8.1.3 Careers Information Resources

The Student Careers and Skills website gives you access to a range of information on career planning, job seeking, interview skills, and much more. Don't forget to check out the vacancy database which provides access to hundreds of opportunities for work experience and internships, as well as graduate vacancies.

### 8.1.4 Careers Events

You can keep up to date with the latest careers news and events by joining the Warwick Statistics Careers Facebook Page.

An extensive programme of events including skills development workshops, presentations on particular sectors and mock interviews are available throughout the year.

Don't miss the valuable opportunity to meet employers face to face – remember most of these events occur in weeks 1-7 of the autumn term as do many deadlines for summer programmes and graduate roles. Explore your options, compare organisations and find out what skills employers are looking for by visiting the Careers Fairs, employer presentations and alumni evenings. You will need to book online for most events as places are limited.

## 8.2 Making the Most of Your Time at University

Alongside the achievement of a good degree, employers are looking for students who have maximised the use of their time at university and got involved in a wide range of extracurricular activities. Many students help in the running of societies which helps to build personal skills such as communication, leadership, problem solving and team working.

Work experience in general can greatly increase your chances of receiving a graduate job offer. To explore opportunities for gaining experience both on and off campus, visit our Experience Portal.

Both employers and postgraduate course providers will expect you to be knowledgeable and assertive about the intellectual and personal skills which you have gained during your degree course. They are concerned about what you can do, in addition to what you have studied, and will require you to substantiate the claims you make when making applications. They will look at your past experiences, choices and behaviour to find evidence of these skills. If you want to access a range of skills workshops around both academic and professional skills, check out the Warwick Skills Service.

### 8.2.1 International Students

If you are hoping to find employment in the UK after graduation, and English is not your first language, think about ways in which you can improve your conversational English. To be successful at an interview you will need very good verbal communication skills, and sometimes our international students – despite having excellent academic results – will not be able to progress beyond this point because their spoken English isn't good enough.

The Centre for Applied Linguistics (CAL) runs classes for our non-native speaking students: see 'Learning English'. You can apply what you have learnt by joining clubs and societies and regularly mixing with students who are native English speakers.

When you apply for employment or further training you will probably be asked for two academic referees. One of these will normally be your Personal Tutor. The department can provide a second reference. To request a second reference, you **must** complete the reference request form at least **4 weeks before** submitting your application. A member of academic staff will provide a reference.

#### Note

- A second reference will only be provided if you complete a reference request form and enter the contact details of the reference writer supplied to you.

- Obtain early agreement from your personal tutor to write references for you, and keep them informed of the applications you make.
- Request references at least 4 weeks before any related deadline, and provide the referees with up-to-date supporting material (CV, personal statement, etc.).
- Please allow for more time during the months of summer when individual may be away at research conferences or taking annual leaves.



# Chapter 9

## University Information

### 9.1 University Policies and Regulations

#### 9.1.1 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.

**Health, Safety and Wellbeing Policy Statement**

**Smoking Policy**

**Anti Bribery Policy**

**Regulation 36; Regulations Governing Student Registration, Attendance and Progress**

**Study Hours Statement**

**Policy on Recording Lectures**

**Regulation 31; Regulations governing the use of University Computing Facilities**

**University assessment strategies**

**Policy on the Timing of the Provision of Feedback to Students on Assessed Work**

**Moderation guidance**

**Regulation 10; Examination Regulations**

**Regulation 11; Procedure to be Adopted in the Event of Suspected Cheating in a University Test**

**Regulation 23; Student Disciplinary Offences**

**Regulation 37; Regulations Governing Taught Postgraduate Courses**

**Requirements for Taught Postgraduate Awards (harmonised PGT conventions), including any approved exemptions and specific departmental requirements**

## 9.2 Support and Resources for Learning and Professional Development

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

The ASLs work with academic colleagues to embed information skills throughout the curriculum, including the Student as Researcher programme. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

See the Library website for general information, and subject web pages for support in starting research in specific subject areas. 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, including a space in Leamington.

### 9.2.2 Student Careers

The Student Careers team offers a wide range of online resources, workshops, 1:1 information, advice and guidance, employer presentations, careers fairs and a student helpdesk accessible in person, by email and phone. Student Careers can help students:

- 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.
- Each academic department has a designated Careers Consultant who can provide discipline-specific support for students and online careers. This can include 1:1 careers guidance, support for alumni events and discipline-specific information sessions.

### 9.2.3 Skills and Student Development

Skills and Student Development offers a wide range of online resources, workshops, 1:1 support, advice and guidance at all levels of study. There are three distinct programmes aimed at undergraduates, taught postgraduates and postgraduate research students. This includes:

- Student Enterprise Fund
- Undergraduate Research Support Scheme
- 1:1 appointments on academic skills
- Personal writing mentors



- Drop in sessions for support in maths and stats.
- Study and Research Skills sessions like academic writing, notetaking, speed reading, project management, critical thinking and exam revision.
- Personal Development sessions like presentation skills, leadership, assertiveness and team work
- Programmes and events for female personal development

The Warwick Skills webpage contains further information.

### 9.2.4 IT Services

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-5pm), telephone 024 765 73737 (Monday to Friday, 9am-5pm) or email: [helpdesk@warwick.ac.uk](mailto: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 the IT Services webpage](<https://warwick.ac.uk/its>).

IT Services also produce information on acceptable use of University IT facilities for students and staff.

There is a range of Help Desk Leaflets providing useful IT support information. As well as being accessible online, copies can be picked up 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 and is provided to facilitate students to work more effectively with applications delivered by IT Services:

IT Services provides a number of open access work areas across Gibbet Hill, Westwood and main campuses, accessible to all students, and the University provides student residences with a network connection and access to wireless.

Further information on the Residential Network Service (ResNet) is available via the ResNet webpage.

### 9.2.5 Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduate and postgraduate students across the University. For those interested in developing their language skills, the Language Centre offers a wide range of modules and the facilities, resources and programmes to support students. There are a number of choices available for acquiring a new foreign language or brushing up language skills.

**Modules for credit on the Academic Programme.** These can be taken as part of your undergraduate degree course but must be agreed with Statistics before enrolling. There are a range of levels available, as well as accelerated options for those who want to develop their language skills at a faster pace. More information is available from the Language Centre.

**Modules not for credit on the Academic Programme.** The same modules as those available for credit are also available to take in addition to degree studies. A fee applies to these modules. More information is available from the Language Centre Fees page.

**Courses not for credit on the Lifelong Language Learning (LLL) Programme.** A programme of language courses available to students, staff and members of the wider community from beginner to more advanced levels. More information is available from the Language Centre Lifelong Learning page.

### 9.2.5.1 How to add a language to your degree.

1. **Plan ahead.** Note that 3rd and 4th year students cannot take beginners level (level 1) Language modules.
2. **Important note for students who pre-register for Language Centre modules.** It is essential that you confirm your module pre-registration by coming to the Language Centre as soon as you can during week one of the new academic year. If you do not confirm your registration, your place on the module cannot be guaranteed. If you decide, during the summer, **not** to study a language module and to change your registration details, please have the courtesy to inform the Language Centre of the amendment.
3. **Enrolment.** Enrolment takes place online for all programmes, from September. Anyone intending to take a language at the Language Centre must ensure that they:
  - Follow the pre-enrolment procedure as detailed on the Language Centre website.
  - Abide by Statistics' rules/guidelines if enrolling on an academic module for credit.

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

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

## 9.3 University Contacts: Offices and Services

### 9.3.1 Academic Registrar's Office

- a) Academic Office
- b) Student Internationalisation
- c) Student Recruitment, Outreach and Admissions Service
- d) Student Careers
- e) Skills & Student Development
- f) Education Policy and Quality

### 9.3.2 Academic Office

- a) Examination Office
- b) Student Records
- c) Awards and Ceremonies
- d) Student Finance

- e) Student Funding
- f) Doctoral College