Postgraduate Research Student Handbook 2026–27

Centre for Lifelong Learning

School of Education, Learning & Communication Sciences (SELCS)



UNIVERSITY OF WARWICK

Contents

A. Welcome & Orientation 6
Welcome from Dr Phil McCash, CLL PGR Lead 6
Introduction to the Centre for Lifelong Learning 6
Welcome from Dr Tom Perry, SELCS Director or Postgraduate Research 7
About the School of Education, Learning and Communication Sciences (SELCS) 7
Purpose and Status of this Handbook 8
How to Use this Handbook 8
B. Key Contacts & Roles 8
PGR Leadership 8
Supervisor Roles 9
Administrative Contacts 9
Other Centre Contacts 9
C. Wellbeing, Pastoral & Student Support 9
Wellbeing and Counselling 9
Disability Support 9
International Student Support 10
Health and Practical Wellbeing 10
Sports, Music, and Activities 10
Careers and Skills 10
Student Services Overview 10
D. Starting Your PhD 11
Induction 11
Getting Set Up 11
Understanding the Doctoral Journey 11
Managing Expectations Early 11
E. The Doctoral Journey (Lifecycle Overview) 12
Typical Timelines 12
Overview of Key Milestones 12
Key Expectations Across Stages 12
F. Supervision 12

Roles and Responsibilities 12
Frequency and Format of Meetings 13
Recording Supervision 13
Managing Supervisory Relationships 13
G. Training & Development 14
Research Methods Training 14
Researcher Development Programme (RDP) and SkillsForge 14
Postgraduate Certificate in Transferable Skills 15
Teaching Development (APP PGR / PTTHE) 15
Professional Development Expectations 15
H. Progress Monitoring & Milestones 15
Attendance, Monitoring Points and Engagement 15
Annual Review 18
Upgrade Process 19
I. Ethics, Integrity & Compliance 19
Research Ethics Approval 19
Academic Integrity: Plagiarism 19
CLL's Plagiarism Policy 20
Academic Integrity Panel 21
Thesis Screening and Academic Integrity 21
Artificial Intelligence (AI) Use 22
Proofreading Policy 23
Referencing in Your Thesis 24
Data Protection / GDPR 24
Fieldwork, Travel, and Risk Assessment 24
J. Interruptions, Extensions & Progress Issues 25
Temporary Withdrawal 25
Authorised absence 26
Extensions 26
Permanent Withdrawal 26
Permanent withdrawal with leave to submit 26
Unexplained Absence 27

Unsatisfactory Progress Procedures 27
Mitigating Circumstances 27
K. Thesis Submission & Examination 27
Submission Requirements 27
Nominating Examiners 27
The Viva Voce/Oral Examination 28
Reasonable Adjustments 29
Outcomes (Including Corrections) 29
Appeals 29
L. Funding & Financial Support 29
Conference and Development Funding 29
Research Training Support Grants (RTSG) 30
Thesis Proofreading Funding 30
Printing Allowances 30
Hardship and Additional Funding Routes 30
Costs Not Covered by CLL or the University 30
M. Resources & Facilities 31
Workspaces 31
Library and Research Resources 31
IT Systems 32
Other Learning Resources 32
N. Community, Culture & Expectations 32
Research Culture and the CLL Seminar Programme 32
SELCS PGR Conference 33
Expectations of Students and Staff (Mutual Responsibilities) 33
Inclusivity, Conduct, and Values 33
Student Responsibilities and Engagement 33
O. Student Voice & Representation, Feedback & Complaints 34
Student–Staff Liaison Committee (SSLC) 34
Feedback and Complaints 34
P. Appendices / Reference Information 35
Policies, Regulations, and Key Links 35

Appendix A: Code of Practice for Supervision 35
Appendix B: CLL User's Guide to Upgrading from MPhil to PhD 37
Appendix C: CLL Referencing Guide 38
Appendix D: CLL Statement of Practice on PGR Engagement in Teaching 39
Appendix E: CLL Online Viva Guidance 39
Appendix F: University Information and Learning Resources 40
Community 40
Information for all students: 41
Information for Postgraduate Research students 42
Learning Resources and Support 43
Further Opportunities 45

A. Welcome & Orientation

Welcome from Dr Phil McCash, CLL PGR Lead

Welcome to the Centre for Lifelong Learning and your MPhil/PhD programme. We hope you will have an enjoyable and stimulating experience with us.

We provide an induction session to new postgraduate research students when you start your MPhil/PhD programme. You will be contacted by the SELCS PGR team and informed of the induction session date.

The aim of the induction session is to introduce you to your PhD journey at Warwick, discuss the milestones along this journey, and inform you of the various services offered to postgraduate research students in the Centre for Lifelong Learning and across the University.

We encourage you to read this Handbook carefully prior to the induction session.

You may also find the University's *Research Code of Practice* useful during at the start of your PhD journey. You can find it here: Research Code of Practice | Research at Warwick

The term dates on the University calendar are also useful to know.

With all good wishes for your PhD.



Introduction to the Centre for Lifelong Learning

Welcome to the Centre for Lifelong Learning and thank you for deciding to pursue a PhD with us.

Our department supports a wide range of research projects within the broad field of lifelong learning. We focus particularly on research related to people-focused professions linked to lifelong learning including adult education, early childhood practice, career development work, coaching, counselling, and social work. We also support research related to widening participation, formal/informal learning, and linked areas of social studies.

The field of lifelong learning is wide-ranging and embraces the four pillars of a learning society identified by UNESCO.

1) Learning to live together - developing our understanding of others.
2) Learning to know - gaining general knowledge.
3) Learning to do - dealing with a variety of situations including work.
4) Learning to be - developing independence, judgement, and common goals.

We see learning as taking place throughout our lives from birth through childhood and adulthood to the end of life. It includes life-wide learning across our many different social roles (e.g. worker, student, carer, friend,

partner, citizen) and social spaces (e.g. education, home, work, community, leisure, civic) undergirded by appropriate social supports. Learning is also life-deep and extends to learning in the particular socio-cultural contexts that give rise to our distinctive values, beliefs, and identities.

We very much welcome your life experience in CLL and hope that, as a researcher in our Centre, you can identify with this vision. We are open to a wide variety of creative and well-crafted research projects with potential for individual, social, and/or cultural transformation. We look forward to supporting your work with us.

Welcome from Dr Tom Perry, SELCS Director or Postgraduate Research

Welcome, or welcome back, to postgraduate research in the School of Education, Learning and Communication Sciences. Some of you are joining us for the first time, and some have been with us for a while already; some have moved a long way to be here, and others are fitting research around work and family. Whatever your circumstances, we are glad to have you as part of our research community.

SELCS brings together the Centres for Education Studies, Applied Linguistics, Teacher Education and Lifelong Learning. That is an unusually broad research environment, spanning schools and classrooms, language and communication, teacher development and adult and lifelong learning. Our postgraduate researchers work on questions that matter in all of those areas, and often across them. You will find people here whose interests connect with yours in ways you might not expect.

Doctoral research is a rare thing to get to do: a few years spent thinking hard about a question you care about, and the chance to develop and share original insights about your topic. It is not always straightforward, but it is deeply worthwhile. I hope you enjoy it, and I wish you every success with your research and your time with us.

Dr Tom Perry

Director of Postgraduate Research, SELCS

About the School of Education, Learning and Communication Sciences (SELCS)

The School of Education, Learning and Communication Sciences comprises Applied Linguistics, Education Studies, the Centre for Lifelong Learning and the Centre for Teacher Education.

With over 200 staff and 1800 students, including 150 doctoral students, we work with many partners including professional bodies and over 500 schools. SELCS is a welcoming and inclusive community, fostering excellence in research, impact, teaching and regional engagement across all its areas of expertise.

Purpose and Status of this Handbook

This handbook is your primary reference guide for studying for an MPhil or PhD in the Centre for Lifelong Learning (CLL). It sets out the policies, procedures, and expectations that govern your research degree and should be read alongside the University's own regulations.

The key University regulation governing postgraduate research degrees is Regulation 38 (Research Degrees). You are strongly advised to familiarise yourself with this regulation and guidance provided by the Doctoral College:

- Regulation 38 (Research Degrees): https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg38pgr
- Doctoral College guidance: https://warwick.ac.uk/services/dc

University-wide policies and appendices to this handbook are available via the Appendix B Handbook Template: https://warwick.ac.uk/services/aro/dar/quality/categories/infostudes/appendix-b-handbook-template-2026-27.docx

This handbook is reviewed annually. If you notice any information that appears out of date, please contact the PGR Office (SELCSResearchandPGR@warwick.ac.uk).

How to Use this Handbook

This handbook is structured to follow the typical doctoral journey, from arrival and induction through to submission and examination. You do not need to read it from cover to cover at the outset; instead, use the section headings to navigate to the information most relevant to your current stage.

Key actions and deadlines are highlighted throughout. If you are unsure about anything, your supervisors are your first point of contact.

B. Key Contacts & Roles

PGR Leadership

Dr Phil McCash, PGR Lead, Centre for Lifelong Learning: P.T.McCash@warwick.ac.uk, WCE1.1, CLL Building

Whilst your supervisory team will be your main contacts throughout the PhD programme, the PGR Lead can be contacted if you wish to raise any issues or seek advice.

Dr Tom Perry, Director of PGR, School of Education, Learning and Communication Sciences: Tom.Perry@warwick.ac.uk

The Director of PGR leads on all matters related to doctoral study in the School of Education, Learning and Communication Sciences (SELCS). They are responsible for developing a PGR strategy and action plan to ensure PGR sustainability and success across SELCS.

Supervisor Roles

All CLL PhD/MPhil students are assigned a lead supervisor and a second supervisor. Supervisors are your main point of contact in CLL and the first port of call for most queries. It is always advisable to consult your supervisors before approaching other members of staff about academic or administrative matters.

Supervisors are usually assigned at the time of your application. Your supervisors' names and contact details will be confirmed in your offer letter. The full responsibilities of supervisors and students are set out in the Code of Practice for Supervision (Appendix A).

Administrative Contacts

The SELCS Research and PGR team are responsible for the administration of postgraduate research programmes in SELCS. They are the first point of contact for students with non-academic queries and are able to signpost to relevant services and colleagues where necessary. The team are based in C1.10 in the Social Sciences building on main campus and can be contacted via: SELCSResearchandPGR@warwick.ac.uk.

Jacob Williams and Donna Jay, PGR team: SELCSResearchandPGR@warwick.ac.uk, C1.10, Social Sciences Building

Laura Larard, Operations Manager (Research and PGR): l.j.larard@warwick.ac.uk, C1.02, Social Sciences Building

Other Centre Contacts

Dr Anil Awesti, Senior Tutor, Centre for Lifelong Learning: A.K.Awesti@warwick.ac.uk, WCE0.13, CLL Building

Dr Nalita James, Head of Centre for Lifelong Learning: Nalita.James@warwick.ac.uk, WCE1.5, CLL Building

C. Wellbeing, Pastoral & Student Support

Wellbeing and Counselling

The University's Wellbeing Support Team offers advice and support on a wide range of issues and works with students to develop the personal resources needed to thrive at Warwick and beyond.

- Wellbeing Support Team: Students | Wellbeing & Student Support
- Dean of Students Office: Dean of Students Office
- University of Warwick Health Centre: The University Of Warwick Health Centre - University Of Warwick, Health Centre Road, Coventry, CV4 7AL
- Warwick Students' Union Advice Centre (WSUAC) - free, independent, confidential advice: Advice Centre
- The Chaplaincy - a space for reflection open to all faiths and none: The University of Warwick: Chaplaincy
- Personal Tutors - academic support and signposting to university support services: Personal Tutoring - Dean of Students Office - Warwick

Disability Support

Students with a disability, long-term health condition, or specific learning difference are encouraged to register with Disability Services as early as possible.

- Disability Services: Our Disability Services | University of Warwick

International Student Support

CLL welcomes students from around the world. The following services are available for international students:

- Student Visa Advice Service: Student Visa Advice Service | The University of Warwick
- International Student Support and Experience team: Supporting International Students - Staff resource - Warwick
- Together at Warwick: Together at Warwick

If you hold a student visa, specific attendance and engagement requirements apply. See Section H for detail.

Health and Practical Wellbeing

All students are strongly advised to register with a doctor and dentist near their place of residence as soon as possible after arrival.

- University Health Centre: The University Of Warwick Health Centre - University Of Warwick, Health Centre Road, Coventry, CV4 7AL
- Residential Community Team (RCT): Our Team | Residential Community
- Living off-campus guidance: Off campus housing | Student accommodation in Coventry
- University Nursery: The Nursery at the University of Warwick

Sports, Music, and Activities

Maintaining a healthy work-life balance is important during an extended research degree. There are many ways to get involved in life at Warwick beyond your studies:

- Warwick Sport: Gym, sport and active wellness | Team Warwick
- Students' Union Sports Clubs and Societies - over 300 student groups.
- Warwick Music Centre - performance and participation opportunities.
- Students' Union - events, communities, and social activities: https://www.warwicksu.com

Careers and Skills

Student Opportunity offers careers support, employability skills, personal development, intercultural training, internships, work experience, and volunteering.

- Student Opportunity: Student Careers

The Researcher Development Programme (see Section G) also includes sessions on planning your career as a researcher.

Student Services Overview

A full overview of student services is available via MyWarwick. Key contacts include:

- MyWarwick: MyWarwick

- Community Safety (24/7 emergency response): Community Safety
- Student Funding Support: https://warwick.ac.uk/services/finance/studentfinance
- IATL (interdisciplinary modules and skills sessions): https://warwick.ac.uk/fac/cross_fac/iatl
- The Language Centre: https://warwick.ac.uk/fac/arts/languagecentre

D. Starting Your PhD

Induction

Attendance at SELCS, Doctoral College, and DTC induction events is strongly advised. Induction provides essential information about your programme, the University, and the support available to you.

Information on the SELCS PGR induction is available at: Welcome to Postgraduate Research

Getting Set Up

In the first days of your registration, you should:

- Complete IT registration and activate your Warwick email address. Note: you can only book onto RDP sessions once you are fully enrolled and have received your IT username.
- Check your Warwick email at least every 48 hours. Ensure it is marked as a 'safe sender' in any account to which you forward it.
- Register on Tabula (student record system) for supervision records, annual review, and monitoring points.
- Familiarise yourself with: Moodle (e-learning), Library catalogue, IT self-service.
- Activate your campus card to access your allocated office space (room WCE0.08, CLL Building, ground floor).
- Student IT Induction: Student IT Induction

Understanding the Doctoral Journey

Your PhD or MPhil is a significant multi-year research project. It is normal for the journey to be non-linear and to involve periods of uncertainty. A summary of the research degree process is in Section E. You are encouraged to read the essential PhD/MPhil submission guidance on the Doctoral College website and to browse books on how to do a PhD from the University library.

- Doctoral College PGR guidance: https://warwick.ac.uk/services/dc/support/pgr-guidance/

Managing Expectations Early

Beginning a research degree can feel both exciting and overwhelming. Early in your studies, you should:

- Have an early discussion with your supervisors about your research training needs and the SELCS Postgraduate Research Methods programme.
- Discuss with your supervisors what a realistic schedule and pace of work looks like for your project.
- Ensure you understand the upgrade requirements (see Section H) and start planning accordingly.
- Be proactive about seeking support if you are struggling - early intervention is always more effective.

E. The Doctoral Journey (Lifecycle Overview)

Typical Timelines

- Full-time PhD: 4 years registration. Registered as MPhil initially; upgrade to PhD within 9–12 months.
- Part-time PhD: 7 years registration. Upgrade expected within 18–24 months.
- Full-time MPhil: typically 1–2 years.
- Part-time MPhil: typically 2–3 years.

Overview of Key Milestones

- Induction - settling in, completing registration, attending training.
- Research Training - SELCS Postgraduate Research Methods and Researcher Development Programme.
- Upgrade - transfer from MPhil to PhD registration (see Section H).
- Annual Review - completed each year by 31 May (see Section H).
- Thesis Writing - drafting and revising with supervisor guidance.
- Submission - submitting your thesis for examination (see Section K).
- Viva Voce - oral examination (see Section K).
- Corrections and Award - completing required corrections and receiving your degree.

Key Expectations Across Stages

- Maintain regular contact with supervisors and record meetings on Tabula.
- Engage with CLL, SELCS and Doctoral College research training programmes.
- Meet attendance and engagement monitoring requirements (see Section H).
- Submit Annual Review forms on time.
- Conduct your research with integrity (see Section I).
- Inform CLL promptly if personal or health circumstances are affecting your progress.

F. Supervision

Roles and Responsibilities

Your supervisors are your main point of contact in CLL and the primary source of academic guidance throughout your research degree. It is important that students take the initiative to be in touch with their supervisors. The full Code of Practice is in Appendix A.

Student responsibilities include:

- Attending supervision as arranged and providing reasonable notice if unable to do so.
- Producing written work in good time for supervision, as directed.
- Complying with all University and CLL regulations and procedures.
- Keeping supervisors informed of any absence of more than two weeks.
- As a courtesy, keeping supervisors informed of any consultations with other members of staff.

- Maintaining regular email contact with supervisors during overseas fieldwork, wherever possible.

Supervisor responsibilities include:

- Providing guidance on the research process, substantive and methodological aspects, relevant literature, intellectual developments, and dissemination opportunities.
- Monitoring the rate of progress and standard of work.
- Advising on the scheduling of each major stage, including the decision to submit.
- Making themselves available by prior arrangement.
- Continuing to supervise during approved study leave or leave of absence.
- Preparing students for oral examination.
- Advising on any ethical, safety, or security implications of research activities.

Frequency and Format of Meetings

It is important that MPhil/PhD students take the initiative to be in touch with their supervisors.

If you are a full-time student, you should ensure supervision takes place every month. If you are a part-time student, you should ensure supervision takes place every two months. The length of supervisory sessions can vary by arrangement between supervisor and student but you can expect them to last around 1 hour on average.

Contact can include face-to-face supervisions and online supervision via MS Teams and email. You should arrange appointments with your supervisor(s) by e-mail/Outlook. All supervisions should be recorded in the student record system (known as Tabula) by the student on the day of the supervision taking place and then approved by the supervisor.

Recording Supervision

All supervisions must be recorded in Tabula by the student on the day the supervision takes place and approved by the supervisor. Records should note topics discussed, actions agreed, and the date of the next meeting.

Managing Supervisory Relationships

Every effort will be made to ensure that the supervisory arrangements put in place for your doctoral work continue to work as well as possible throughout your period of study. However, the Centre is aware that difficulties can sometimes arise between doctoral students and their supervisors, often through no fault on either side. If you have any concerns about your supervision, please raise the matter directly with your supervisor first, or, if you prefer, you can arrange to discuss the matter with the CLL PGR Lead. This can be in confidence if agreed beforehand.

Any difficulties raised by you about supervision will not prejudice you in any way. However, you should note the importance of bringing any difficulties to the attention of the CLL PGR Lead, SELCS Director of PGR or in the last resort, to the University Doctoral College in good time. The University cannot remedy difficulties or failings of which it was not made properly aware.

If, for any reason, your supervisor should become absent or unavailable to direct your work for a period of 4 weeks or longer, you should discuss support with the CLL PGR Lead at the earliest available opportunity to assess the support you need. They may assign a replacement supervisor on a temporary or a permanent basis. Alternatively, if

your supervisor is expected to return within a short period and you find that you have adequate support (e.g. from second supervisors, tutors, or other members of staff), a support plan will be agreed with you.

Be sure to advise us of your requirements in time as it may be difficult to make up time lost if your research falls behind schedule.

CLL additionally expects:

- Supervisors to continue supervising students while they are on study leave.
- Supervisors and students treat discussions as confidential unless otherwise agreed.
- Supervisors and students do not misrepresent the work of others as their own.
- Supervisors and students who plan to write jointly draw up an authorship agreement.
- In the event of a serious disagreement between supervisors and students, the CLL PGR lead should be notified to attempt to arbitrate. The Head of Centre can step in in the event of a conflict of interest

G. Training & Development

Research Methods Training

All PGR students are invited to take part in our Research Methods module. The course aims to build on, and extend, your understanding of research methods. It will foster a critical and flexible approach to applying different approaches, methods and methodologies to your research.

The module runs on Wednesday afternoons (4-6pm) in all three terms and is taught by researchers from across the School, so you will encounter a broad range of different perspectives. We encourage all PGR students to engage in research methods training throughout their doctoral work and so while attendance on the module is expected for year 1 PGR students; students who have completed their upgrade are also welcome to come along to sessions that are of interest to them.

There is no assignment linked to the module, and you will find more information on the Moodle site.

Researcher Development Programme (RDP) and SkillsForge

The Researcher Development Programme (RDP), organised by the Doctoral College, is a core part of your MPhil/PhD experience. Sessions are offered in:

- Research Practices & Methodologies
- Writing Support
- PhD in a 2nd Language Series
- PhD Essentials, Productivity and Wellbeing Sessions
- Planning your Career

The programme runs online workshops (RDO) throughout the year. Note: you can only book once fully enrolled with your IT username.

- RDP details and booking: https://warwick.ac.uk/services/dc/research/pgr/

- Research Integrity Training (Epigeum, free): https://warwick.ac.uk/services/od/ras/opportunities/development_support/research_integrity

SkillsForge is used to record your researcher development activity and should be kept up to date throughout your studies.

Postgraduate Certificate in Transferable Skills

The Postgraduate Certificate in Transferable Skills (PGCTS) is a free, accredited programme available to all doctoral researchers at Warwick. Run by the Doctoral College, it gives you a structured way to develop the skills you need to be an effective researcher - and to build the professional foundations for wherever your career takes you after your PhD.

The programme is built around a portfolio of modules covering research, communication, leadership, and professional development. You complete tasks, log your hours, and build a portfolio of evidence - gaining either a PG Award or the full PG Certificate depending on the level you complete.

The PGCTS runs alongside your PhD, not instead of it. Many researchers find that the skills they develop through the programme actively strengthen their research.

Teaching Development (APP PGR / PTTHE)

The University regards teaching as a core transferable skill for PGRs. Two programmes are available:

- Preparing to Teach in Higher Education (PTTHE): https://warwick.ac.uk/services/ldc/teaching_learning/intro-workshop
- Academic and Professional Pathway for PGRs (APP PGR): https://warwick.ac.uk/services/ldc/teaching_learning/app/pgr

CLL has agreed a departmental policy for teaching by MPhil/PhD students and offers paid teaching opportunities. See Appendix D.

Professional Development Expectations

Beyond formal training, doctoral students in CLL are expected to engage in the broader research community: attending seminars, presenting at conferences, and developing their academic profile. Students are encouraged to join relevant learned societies and professional associations.

H. Progress Monitoring & Milestones

Attendance, Monitoring Points and Engagement

The University will monitor your academic engagement and progress using a number of Monitoring Points recorded on Tabula, under the Attendance tab. Your monitoring points are also outlined in the table below. The monitoring point system gives departments the opportunity to identify those students who are not engaging with their studies and to work with them to address whatever issues they may be experiencing.

For Full-time Students:

Monitoring Point	Timing	Mode	
1	October	Must be in person	If either the student or supervisor is unable to attend the meeting in person, a brief explanation should be included in the meeting record on Tabula. Examples include the student being engaged in fieldwork or data collection, or the supervisor being on study or research leave.
2	November		
3	December		
4	January		
5	February		
6	March		
7	April	At least 1 session in every 2- month period should be in person	
8	May		
9	June		
10	July		
11	August		
12	September		

*****NB**: All research students need to be monitored through their supervisory meetings up until the point that the student submits. No formal monitoring is required in the period between thesis submission and viva. Monthly contact/monitoring should resume during any period of correction/resubmission.

For Part-time Students:

Part-time students are expected to have engagement/supervision meetings every 6-8 weeks. The school will follow the guidance below from the institution's 26/27 Student Engagement and Progress Monitoring Policy when monitoring part-time students:

"Departments are advised to consider the volume and pattern of study for their part-time students. Whilst it is recognised that the total number of identified points of engagement may need to be reduced, this should not necessarily be related pro-rata to the FTE of the students. Departments may wish to consider identifying points relating to attendance, submission of assessed work and retaining contact with tutors (including via email)."

FOR ALL MONITORING POINTS

- Students record meetings/events on Tabula.
- Supervisors approve records.
- Engagement is defined to include, but not be limited to supervision meetings, annual review, upgrade, and research skills training sessions

FULL-TIME VISA-HOLDER STUDENTS

The mode of engagement is required to be as follows:

- October to March (MP 1–6) - Must be in person
- April to September (MP7–12) - At least 1 session in every 2- month period should be in person

FULL-TIME HOME STUDENTS

We recommend that home students follow the same pattern in terms of mode of engagement as visa-holders (above), i.e., maintaining face to face engagement where possible, and particularly for MPs1–6.

PART-TIME STUDENTS

The mode of engagement for part-time students will be reviewed on a case-by-case basis, in accordance with the institutional guidance outlined on page 19 of the handbook.

How is your progress monitored?

You are required to:

- Attend an induction meeting
- Attend monthly (full-time) and bi-monthly (part-time) supervisions
- Complete the annual review process
- Prepare for and attend your upgrade meeting
- Attend research skills and training sessions

Non-attendance at any of the Monitoring Points is a signal to the Centre that you are not fully engaging with your programme. All students must read the full **University of Warwick Student Engagement and Progress Monitoring Policy**. Visa holder students should also carefully read through the **University's Code of Practice** and **Appendix A2**.

How do I report a one-off absence?

Health problems or other difficulties that may prevent you from fulfilling or attending any of the above must be reported to your supervisors as soon as possible.

Students are able to self-certify for up to a period of seven consecutive days, except where the absence is at a time of significant assessment (e.g., the upgrade meeting and the viva). You should email SELCSResearchandPGR@warwick.ac.uk to initiate this. A doctor's note/medical certificate is required for absences of longer than seven days and for examination purposes.

What happens if we become concerned about missed Monitoring Points and/or attendance without notification or evidence?

You will receive an email from the Student Records Management Team following the recording of an unauthorised missed contact point. If you believe there has been a mistake in the recording of the absence please inform the Centre by emailing SELCSResearchandPGR@warwick.ac.uk

Number of unauthorised missed monitoring points for full-time students	Actions required by the student, the department, and the University
1-2 (or the equivalent for part-time students)	Following the University's communication, the department will reach out to check in with the student and provide guidance on available support services. To ensure the appropriate support can be offered, the student is required to respond to the department's email.

3 (or the equivalent for part-time students)	The department will contact the student to establish reasons for non-engagement and assess the student's ability to continue. The student will be directed to the Student Welfare team who will be able to support any issues or difficulties the student may be facing that prevent them from fully engaging with their course. A Missed Monitoring Points Discussion form must be completed by the department and returned to Student Records so that a central record is retained of the agreed actions.
4 and above (or the equivalent for part-time students)	The student will be contacted to inform them that they are at risk of being recommended for termination of registration at the University. Student Records will notify the academic department that the procedure outlined in University Regulation 36.4.1c - Governing Student Registration, Attendance, and Progress - will be initiated unless the department advises otherwise. Any such instruction must be clearly indicated on the Missed Monitoring Points Discussion form.

Monitoring and Engagement for International Students on a Student Visa

All visa holder students are sponsored by the University of Warwick. It is important that you adhere to the conditions of your visa and engage with the studies for which your visa was granted. International students should be aware of the consequences of missing contact/monitoring points. The Visa Compliance Team is obliged to report to the Home Office UK Visas and Immigration if any students holding Student Visas have been found not to be engaging with and attending their course. This will normally lead to the curtailment of their visas. If your course includes a work placement or a period of study abroad and your student visa covers this period of time, you will continue to be monitored during this time. Students should seek advice on the implications of any changes in registration status for their right to remain in the UK by contacting the Student Visa Advice Service team.

Annual Review

This annual process is designed to enable students and supervisors to feed back their experience and progress, and to enable CLL to keep track of students' progression towards the award of degree. The process applies to all postgraduate students registered for further degrees by research i.e. those registered for MA by research, MSc by research, and MPhil/PhD.

Annual review processes across the School are being reviewed in the 2026/27 academic year. Please contact the Centre Lead or PGR Office for the latest information.

The review entails the student and the supervisor completing an annual review form. The form is obtained from and returned to the PGR Office. Once the student and supervisor have completed the form, they should send it to the Centre PGR Lead, who reviews it with the Director of CLL. A copy of the form is kept on file by the PGR Office.

The review form requires independent comment from student and supervisor on:

- Written output across the year.

- Frequency of supervision.
- Major aspects of progress / factors hindering progress.
- An example of written work.
- Whether progress is satisfactory and commensurate with the stage of registration.
- Support from CLL.
- Anticipated date of completion.

Once completed, the form is reviewed by the CLL PGR Lead and Director of CLL. If any major doubts have been raised about the progress and/or supervision and/or support from CLL, during the review process, the Centre PGR Lead may contact the supervisors and/or interview the student. A brief account of any key issues of concern is noted on the review form. A summary of an action plan to resolve the issue(s) in question is agreed at that meeting and approved by the Director of CLL.

Upgrade Process

PhD students in the Faculty of Social Sciences are registered for MPhil initially and may transfer to PhD on the basis of satisfactory progress. Upgrade is subject to the approval of the CLL PGR Lead or Director of CLL. Upgrade to PhD registration is normally expected to take place within the first 9-12 months of registration for full-time students, and 18-24 months for part-time students.

In CLL, the upgrade process enables a student to transfer their registration from MPhil to a PhD on the basis of having taken research training courses and having written upgrade documents that show a level of theoretical and methodological understanding of their topic and discipline deemed sufficient to proceed to a PhD. Upgrade is seen as a developmental process and part of the supervisory process. If you are applying for an upgrade to PhD, you should consult with your supervisors, complete the upgrade documents, and submit them to your supervisors.

Further queries on the upgrade process in CLL should be directed to your supervisors in the first instance. General University information can be found here:
https://warwick.ac.uk/services/academicoffice/studentrecords/students/upgrades

I. Ethics, Integrity & Compliance

Research Ethics Approval

All research involving human participants, personal data, or other ethically sensitive areas requires ethics approval before data collection begins. Complete the CLL Research Ethics Approval Form. If the research involves fieldwork, a Participant Information Sheet and consent form must also be submitted.

- CLL Research Ethics: https://warwick.ac.uk/study/cll/currentstudents/learningspace/researchethics/

Academic Integrity: Plagiarism

Plagiarism is regarded as cheating and refers to a student taking and using someone else's thoughts and ideas and presenting them as their own. Plagiarism is a serious offence and if proven leads to actions under the University Regulation 11 Academic Integrity' and could constitute a breach of Regulation 23 which governs student disciplinary offences. Plagiarism takes a number of forms:

Plagiarism	Plagiarism is the reproduction, and presentation as one's own, of the words or ideas of another. Examples include: 1. verbatim copying of another individual/institution's work without acknowledgement; 2. close paraphrasing of another's work by simply changing a few words or altering the order of presentation, without acknowledgement; 3. unacknowledged quotation of phrases from another's work; 4. the deliberate and detailed presentation of another's concept as one's own.
Self-Plagiarism	Self-plagiarism is repeating one's own, earlier work, without acknowledgment. You may not copy work that you have already presented for a summative essay or dissertation in another piece of work.
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 is a form of plagiarism. You may not purchase or ask another person to complete an essay or sit an exam in your place. Always acknowledge any third-party assistance (beyond that of your tutor), for example, with proof reading or providing references.
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. If you allow another student to copy some or all of your work, even if you consider this is helping them, you may be considered to have cheated alongside the student who copied the work. Whilst the Centre encourages students to work together and read each other's essays,

You should always identify the sources you use and, where appropriate, the ideas used in academic work. It is bad academic practice to fail to do so, just as it would be for an author writing a book or article. Poor, sloppy, or negligent practice may not result in the initiation of the Centre's Plagiarism Procedure but will result in one of the following:

- The award of a lower mark that reflects the academic worth of the work;
- Required resubmission of the same assignment with correct referencing. The resubmission will be marked normally with or without a cap;
- Required submission of a different assignment. The submission will be marked normally with or without a cap.

Judgements about poor academic practice are academic judgements against which there is no appeal.

CLL's Plagiarism Policy

If the supervisor or reviewer suspects cheating, the work will be sent to the CLL PGR Lead to review. If they suspect that cheating may have taken place, you will be invited to meet with the Academic Conduct Panel, accompanied by your Personal Tutor. Academic judgement will be used to decide whether the case is not proven; poor academic practice; or plagiarism.

If, on review of the assessment, the Academic Conduct Panel considers there is evidence of poor academic practice, or that cheating has occurred, the Panel will ask you to make a statement.

The possible outcomes of the Academic Conduct Panel are as follows:

Not proven. The investigation considers the piece of work is neither poor practice nor plagiarism and therefore the work is marked in the usual way.

Poor academic practice. The investigation concludes the work is not plagiarised but a case of poor academic practice. The work will be returned to the DGS who will decide on which of the three PAP outcomes is most appropriate.

Plagiarism. The work is considered to be plagiarised. The case will be submitted to the Director of the Centre for Lifelong Learning who will decide on which of the below penalties should be imposed:

I. A reduction in mark (with or without the opportunity to resubmit or undertake a further assessment). The mark may be reduced up to the zero limit;
II. Re-submission of the original work with revised referencing, for a capped mark;
III. Re-submission of a new piece of work for a reduced or capped mark;
IV. Referral to the Investigating Committee of the Senate.

Once informed of the outcome of the meeting, you may choose either:

To accept the penalty as a final decision, in which case the decision will be reported to the Board of Examiners at the end of the academic year; or,

To appeal against the decision by requesting, within ten days of being informed, that the matter is considered by an Investigating Committee.

Academic Integrity Panel

Plagiarism cases will usually be referred to the Academic Integrity Panel, a university level committee, if they meet one or more of the following:

- Second offences of cheating;
- Allegations relating to a research thesis submitted for examination for a higher degree (MPhil or PhD);
- Allegations relating to an assessment that contributed to the previous approval of an award to the student;
- Allegations of a serious nature, e.g., the student is suspected of having used work from another student or accessed work from a commercial internet site or an agency writing company;
- Where the penalty imposed would potentially result in the student being ineligible to qualify for the award for which they are registered;
- Where there are multiple allegations of cheating, against the same student, which if proven would result in the student being ineligible to qualify for the award for which they are registered;
- Where the case is complex, for example, involving allegations of collusion against two or more student.

Finally, it is useful to spend some time familiarising yourself with the topic of plagiarism by consulting the University's regulations governing plagiarism at:

Reg. 11 Academic Integrity (from 4 Oct 2021) (warwick.ac.uk)

Artificial Intelligence (AI) Use

The University is committed to providing support and protecting Researchers in their use of Artificial Intelligence (AI) tools, acknowledging the benefits that AI can bring, but also the risks it can pose.

The University's Guidance on AI in Research provides information and advice to help Researchers identify their responsibilities and to raise awareness of risks when using AI tools in research. It aims to raise awareness of

ethical and legal considerations relevant to using AI tools in research as part of the University's commitment to research integrity, ensuring that all our research is conducted to the highest standards.

Researchers using or developing AI tools must adhere to the University's Research Code of Practice and its commitment to the 'Concordat to Support Research Integrity', including the principles of: honesty, rigour, transparency and open communication, care and respect, and accountability.

Proofreading Policy

The University aims to support its students in developing the skills and knowledge to be able to succeed in their chosen discipline. It offers disciplinary- and university-level skills training and briefings regarding effective writing and referencing. In addition, as a student you will have access to further support through module and seminar tutors, project supervisors, and other specialist staff. You are strongly encouraged to take advantage of these services and individuals in order to produce high-quality pieces of work to be submitted for assessment.

The University understands that, in the course of producing a high-quality piece of work for assessment, you may wish to receive input from a third party prior to submission. As examples, proofreading might be undertaken by peers, flatmates, family members, dissertation/thesis supervisors, and professional proof-reading companies. This policy sets out what the University considers to be appropriate in regard to proofreading and what checks should be in place when proofreading is undertaken.

Expectation of pieces of work submitted for assessment

The University expects that any piece of work submitted for assessment, whether credit-bearing or not, is your own work. Any assistance provided by a third party to proofread should not compromise this expectation or the authenticity of that piece of work.

Regulation 11 (Procedure to be Adopted in the Event of Suspected Cheating in a University Test) defines "cheating" as "…an attempt to benefit oneself or another, by deceit or fraud."

If you submit a piece of work where proof-readers have acted in a way that compromises the authenticity of that work and have therefore acted outside the limitations set out in this policy, it will be investigated further under Regulation 11. It is your responsibility to inform the proof-reader of the University's proofreading policy and to check your own piece of work prior to submission to ensure that it is in line with university policy and expectations.

Acceptable practices by proof-readers

It is important to note that if you choose to engage with a proof-reader, the University considers this exercise to be part of the learning experience. Third-party proof-readers are not expected to actively amend existing content, or create new content in draft work; instead, they should support you by identifying errors and/or making suggestions relating to – but not creating – content. The University considers the role of the proof-reader as more akin to that of a mentor rather than a content producer or editor of the work.

The University considers it acceptable for proof-readers to identify, but not make corrections to:

- Common typographical, spelling or punctuation errors
- Formatting and layout errors and inconsistencies such as page numbers, line spacing, font size, headers, and footer
- Grammatical and syntactical errors and anomalies
- Lexical repetition or omissions

- Sections of text where the meaning is ambiguous
- Minor formatting errors in referencing (for consistency and order)
- Errors in labelling of diagrams, charts, and figures

The University does not consider it acceptable practice for proof-readers to amend existing content – whether through addition or reduction – and, in particular, prohibits proof-readers to:

- Rewrite content where meaning is ambiguous
- Add to existing content
- Alter argument or logic were faulty
- Re-arrange or re-order sentences to enhance structure or argument
- Implement or alter a referencing system or add to references
- Check or correct facts, data calculations, formulae, or equations
- Translate text drafted by students, noting that this does not prohibit translation of source material as long as it is properly referenced.

Referencing in Your Thesis

An author-year system, such as APA, is strongly recommended. It is the system most commonly found in social sciences texts and is extremely flexible to use. If portions of text are moved around in assignments, for example, the referencing remains unchanged whereas, in a numbered system, complex corrections will be required. Writing at postgraduate research level demands a high level of detail and accuracy in referencing. This may exceed what you have been used to on other courses and students are strongly advised to utilise the notes in **Appendix 2** as a general guide. The online APA style guide can help you with more detailed queries.

Citations: https://apastyle.apa.org/style-grammar-guidelines/citations

Reference list: https://apastyle.apa.org/style-grammar-guidelines/references

Data Protection / GDPR

All research involving personal data must comply with UK GDPR and the University's Data Protection Policy.

- University Data Protection: https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection

Fieldwork, Travel, and Risk Assessment

Fieldwork is any practical work that you carry out for the purpose of your research in places which are not under University control. Many of our students undertake lone fieldwork for their PhD research. Before embarking on fieldwork students and supervisors should undertake a risk assessment in order to identify possible dangers associated with the work and assess the risks arising from such dangers under particular circumstances. This should take into account the nature of the work, the degree of potential hazard, the location of the site, and the experience of the student.

A safe system of work must be devised in order to safeguard your health and safety and reduce any risks to an acceptable level. You should be aware that you are still under the supervision of your academic supervisor(s) during fieldwork and must not go on a fieldwork journey which requires you to live outside your normal place of residence without informing your supervisors of your destination, the nature of each instance of fieldwork, and your estimated time of return. You must advise your supervisors upon return.

Clear guidelines must be agreed between you and your supervisors on the scope of activities which may be undertaken, the supervisory arrangements (checking-in, emergency plans, etc.), and the training and experience required of you. An effective means of communication must be established, including arrangements to determine your whereabouts during fieldwork and contingency plans in case you fail to make contact.

Appropriate insurance should be taken out for the duration of the fieldwork. Information on the University's Overseas Business Travel Insurance (which includes PGR students or students going on a study abroad placement arranged through the University of Warwick) is available: Overseas Business Travel Insurance.

The University's Health and Safety Travel Hub provides useful resources for UK and overseas travel: Travel Hub

For fieldwork outside the UK, please consult the Foreign Office's travel advice at: http://www.fco.gov.uk/travel/

The advice about travelling to a particular country should be taken seriously and where it is advised not to travel under any circumstances, fieldwork there will not normally be supported.

If you are a visa-sponsored student and planning to spend more than 60 days away from the University (in the UK or overseas) for fieldwork or other purposes, you are required to request a Change of Study Location. A Change of Study Location does not affect your Student Visa sponsorship if it is approved by CLL and recorded correctly through the University process.

J. Interruptions, Extensions & Progress Issues

Temporary Withdrawal

Temporary withdrawal (TWD) enables you to put your thesis requirements to one side whilst you face personal or medical difficulties. The period of TWD is then added to your normal registration period (i.e., a six month TWD would give the student six more months after their original final date before they are required to submit). The maximum period normally allowed is twelve months.

Students who seek temporary withdrawal from their studies effectively cease to be students of the University temporarily. To help students prepare for their return to study, access to University IT facilities and the Library will normally continue during the temporary withdrawal period.

It is important to make effective use of TWD as the University discourages extension requests which should have been managed via TWD.

Students funded directly by the ESRC should contact the DTC for advice.

If you require student entry clearance or leave to remain (a 'visa') to study in the UK, temporary withdrawal from your course is likely to affect your permission to remain here. In order to comply with the UK immigration regulations, the University is required to notify the immigration authorities, where relevant, of changes to your enrolment status. Therefore, we strongly recommend that you seek confidential advice from the University's Immigration Service team at https://warwick.ac.uk/study/international/immigration/current/connect/form/

Students requesting a temporary withdrawal are required to follow the University procedure which can be found here: https://warwick.ac.uk/services/academicoffice/studentrecords/twd

Authorised absence

Authorised absence is a short, pre-approved break from your studies. Unlike temporary withdrawal, it does not extend your course end date. During a period of Authorised Absence, you must not take part in teaching, assessments or progress monitoring activities.

If you are sponsored by the University of Warwick on a Student Visa, an approved period of Authorised Absence will not affect your visa sponsorship, provided it is recorded correctly through the Student Records process.

Absences from Study & Change of Study Location

Extensions

If you are unable to submit your thesis by your end of registration because of serious mitigating circumstances which have had a detrimental effect on your ability to complete your thesis within the normal period of registration (four years full-time, seven years part-time) you can request an extension. If you think you will require an extension, you should discuss the possibility with your supervisors in good time.

It is important to emphasise that it is the University rather than CLL which is sovereign on decisions regarding extensions and that extension requests will be considered on a case-by-case basis. Students funded by the ESRC should also consult the Warwick DTC.

- University extensions procedure: PGR Extensions

It is important to make effective use of time from the outset. Extensions are not normally available during the early stages of a degree.

Permanent Withdrawal

We hope that you will want to complete your course at Warwick and before choosing to withdraw you may wish to explore the option of taking a temporary withdrawal.

However, if you do decide to withdraw you are strongly advised to consult your supervisors in the first instance. You may also find that meeting with advisers from the Student Careers and Skills Team will help you to plan your next steps. Once a decision to withdraw permanently is made, you should complete a request via the University system which will submit it to your department. You can access the form at:
https://warwick.ac.uk/services/academicoffice/studentrecords/pwd

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

Permanent withdrawal with leave to submit

If you are unable to submit your thesis by your deadline and are unable to request an extension (or a request has been declined), you can request to be permanently withdrawn with a view to requesting 'leave to submit' approval at a later date if you choose to continue working on your thesis. When the thesis is ready for submission you can submit a request, outlining the reasons for not being able to submit during the registration period supported. Students considering requesting leave to submit at a later date should be aware that they will not have access to University facilities or be entitled to supervision after the end of their registration period.

Unexplained Absence

If a student fails to re-enrol without explanation or becomes uncontactable, CLL will attempt to make contact. If contact cannot be established, the matter will be referred to the Doctoral College. Prolonged absence without contact may have visa implications.

If you know you will be unreachable for any period, please inform your supervisors and the CLL PGR administration team in advance.

Regulation 36: Reg. 36 Student Registration, Attendance and Progress

Unsatisfactory Progress Procedures

If concerns about progress are raised - through annual review, monitoring points, or otherwise - CLL will engage with the student to identify reasons and agree a plan. Where progress remains unsatisfactory, formal procedures may be initiated in line with Reg. 36 Student Registration, Attendance and Progress.

Mitigating Circumstances

If personal or medical circumstances have significantly affected your ability to undertake your research, you may be able to apply for mitigating circumstances consideration. Raise this with your supervisors and the CLL PGR Lead as soon as possible.

Doctoral College Mitigating Circumstances Policy: Warwick - PGR Policies

K. Thesis Submission & Examination

Submission Requirements

It is advised that you consult the Guide to Examinations for Higher Degrees by Research that is produced by the Doctoral College and can be found on the Doctoral College web portal here: https://warwick.ac.uk/services/dc/support/pgr-guidance/

This details the process for submission and the regulations concerning presentation, word length, appendices, binding, and so forth. For example, the PhD thesis should not exceed 80,000 words in length, exclusive of appendices. Appendices should not exceed 5,000 words in length. If you wish to exceed these lengths, you will require prior approval from the Chair of the Postgraduate Research Subcommittee and should submit your request via the Centre PGR Lead.

Nominating Examiners

Examiners are appointed by the University in accordance with the Guide to Examinations for Higher Degrees by Research. At least two examiners (normally one internal and one external) are appointed for all candidates and their function is to make a recommendation on the thesis. Where the candidate for a research degree is a member of staff, two external examiners will be appointed. A student's supervisor is not permitted to act as examiner. You should keep your supervisors informed of any individuals (inside or outside the University) with whom you have discussed your work or submitted work for review.

The Centre PGR Lead will allocate an appropriate examination advisor. The examination adviser will assist the examiners in following the University procedures and maintain a record of the oral examination but not otherwise act as an examiner of the thesis.

You should complete a copy of the form for the Submission of a Research Thesis and the Nomination of Examiners for Research Degrees at least two months prior to the end of your period of fee-paying registration. It is your responsibility to complete Part 1 of this form and forward it to your supervisors to arrange the nomination of examiners (Part 2) at least one month in advance of the date expected for submission. Copies of nomination of examiners forms can be found at: https://warwick.ac.uk/services/dc/submission/useful_forms

Final responsibility for the nomination of examiners to the Doctoral College lies with the Centre. All nomination forms are sent to the Centre PGR Lead or Head of Centre for signature and forwarded to the Doctoral College for approval. *Under no circumstances should students approach potential examiners directly.*

The Viva Voce/Oral Examination

All candidates for doctoral degrees (PhD) and for the degree of MPhil are required to attend an oral viva examination which is normally held at the University, or, if necessary, via video conference. Candidates for other degrees (e.g. MA by Research) may also be required to attend such an examination.

Examinations are arranged by the internal examiner or examination advisor. The PGR Office makes arrangements for the venue and will communicate details with all parties (student, examiners, advisors, supervisors). Current University Doctoral College guidance is that a viva can take place by video conference if all parties to the examination agree. For further information see viva by video conference - guidance for staff and examiners. Any video conferences held should be conducted on a secure platform as recommended and supported by the University's Audio Visual Services Department. 'Domestic' Skype is not considered to be a sufficiently stable platform for the conduct of vivas.

Candidates should consult with their supervisors and/or the internal examiner/examination advisor concerning the likely timing of an oral examination. If you have any particular constraints with regard to the timing of the oral, you should ensure that the internal examiner or examination advisor is aware of these. In such circumstances, efforts will be made to arrange the viva at a time which is as convenient as possible for you, but the day chosen will depend on the other commitments of the examiners.

As long as your examiners have already been appointed, your thesis will normally be sent for examination within a few days of submission. Examiners are asked to examine the thesis within a maximum of four months from the date on which they receive it (two months for Master's by Research). The Doctoral College will do its best to inform you if it seems likely that there will be a delay in the examination beyond this period.

The viva may be conducted online. Full guidance is in Appendix E. Key points for online vivas:

- Recommended platform: Microsoft Teams. Backup: Skype for Business.
- An Examination Adviser is appointed to manage all logistics.
- A technology test run takes place the week before the viva.
- Candidates may have notes and may take notes during the viva.
- Candidates may request a short break or ask for a question to be repeated.

Reasonable Adjustments

The University is committed to ensuring that all students can participate fully in vivas, upgrade panels, and progress reviews. Where a student has a disability or health condition, a range of adjustments are available. Students are encouraged to discuss their needs with their supervisor or Centre PGR Lead in advance of any such event.

Further information is available in section 12b of the Guide to Examinations for Higher Degrees by Research: Guide to examinations for higher degrees by research

Outcomes (Including Corrections)

Following the viva, the examiners have a number of recommendations available to them. They may award the degree with or without corrections (minor/major), recommend that you resubmit the thesis after completing significant revisions or, very rarely, recommend that a lower or no degree is awarded. This recommendation is subject to approval by the Chair of the relevant Faculty Education and Student Experience Committee before it is confirmed to you officially by the Doctoral College. You will be provided with instructions on next steps and are encouraged to discuss with your supervisor in the first instance.

Your degree will be formally conferred at the next available Degree Congregation (held in mid-July and late January) after the completion of the examination process. You will receive both a digital and a hard copy degree certificate. SELCS usually holds a reception for students who are attending the ceremonies and you will be contacted separately about this

Appeals

In the unlikely event that your examiners recommend that a lower or no degree be awarded, you will have the right to appeal the decision under Regulation 42. Appeals may only be submitted on specific grounds, and the appeals process cannot be used to challenge examiners' academic judgement.

- Regulation 42 governing academic appeals: Reg. 42 Governing Academic Appeals

L. Funding & Financial Support

Conference and Development Funding

SELCS provides funding to support postgraduate research (PGR) students in attending conferences, training courses, summer schools, workshops, and other activities that contribute to their research and professional development. Priority is normally given to students who are presenting their work, although other activities with clear developmental benefits may also be supported. Students who receive a Research Training Support Grant (RTSG) or equivalent funding are expected to use this funding before applying to the SELCS scheme.

Funding can be used towards eligible costs such as registration fees, travel, accommodation, and subsistence, subject to University financial regulations. Funding is available up to a maximum allowance based on stage of study, and students may submit multiple applications within their overall entitlement. Applications must be submitted in advance of the activity and supported by the student's supervisor.

Full details of eligibility, funding limits, application procedures, conditions of funding and the application form are available in the **SELCS PGR Conference and Development Funding Policy**. Students should consult the full guidance before making an application.

Research Training Support Grants (RTSG)

Funded PGR students may be eligible for a Research Training Support Grant (RTSG) as part of their scholarship. RTSG funding is intended to support research-related costs and professional development activities that contribute directly to the doctoral project, such as fieldwork, conferences, summer schools, specialist training, research materials, and other approved research expenses.

Students are responsible for ensuring that all expenditure complies with University financial regulations and any additional funder requirements. RTSG funding can only be used during the funded period of study and must not be used for costs incurred after the funding end date, thesis submission, or during periods of temporary withdrawal. Any equipment purchased using RTSG funds remains the property of the University.

Full details of eligible and ineligible costs, funding conditions, purchasing procedures, and expenditure monitoring can be found in the University's **PGR Funding Policy**. Students wishing to access their RTSG funding should complete the RTSG request form and send to the PGR team: SELCSResearchandPGR@warwick.ac.uk.

Thesis Proofreading Funding

Students preparing their final thesis can apply for up to £100 (discretionary basis) to cover professional proofreading. Apply to the CLL PGR Lead before commissioning the work. The proofreader must invoice CLL within two months. Note: if the financial procedure is not followed, payments cannot be authorised. Proofreaders may only identify - not correct - errors (see Section K and Appendix C).

Printing Allowances

Full-time students are allocated £40 per year for photocopying costs and part-time students are allocated £30 a year for photocopying costs. These amounts are credited onto your University ID Cards. Copying after that will be charged at 5p per copy. Any student who is within six months of final submission can apply for an extra amount of £30 in the case of full-time students and £20 in the case of part-time students. Please email SELCSResearchandPGR@warwick.ac.uk to arrange.

Hardship and Additional Funding Routes

If you do not already have adequate funding approved for your entire period of study, you should talk to your supervisors about applying for financial assistance or for research funding. The Doctoral College suggests a number of possibilities including the PGR Hardship Support Fund and other ways in which to fund your studies: Funding for Current PGRs

For overseas students, the International Student Support and Experience team is another good source of advice.

Costs Not Covered by CLL or the University

Students should be aware the following costs are not covered:

- Books: although you may want to have personal copies of course textbooks there is no expectation for students to purchase books as copies should be available in the Library and online. Alternatively, you can order a book via the library – see above.
- Car parking: If you are attending a class or supervision meeting at the university and you travel by car you will have to pay car parking fees.
- Printing: costs over and above the amount per student covered by CLL (see above) must be paid by you whether the printing is carried out on a University or other printer.

M. Resources & Facilities

Workspaces

Dedicated office space is available for your use in the CLL Building in room WCE0.08 on the ground floor. Your ID card should give you access to the room. If there are any access issues, please contact the PGR team: SELCSResearchandPGR@warwick.ac.uk.

A hot-desking arrangement operates in these rooms which means that you can sit at any desk or table that is free. No one can reserve a desk for their sole use but there is usually space available. Many research students undertake a good deal of their private study at home but use the rooms on campus on the days they are attending supervision meetings, seminars, research training, or other events. We encourage use of the room if you find it productive but it is not required.

There are further dedicated spaces available in the wider University i.e., the Postgrad Hub and the Wolfson Research Exchange. We strongly suggest checking them out early in your first term. They may suit you as a central study space and they also provide a good way of meeting others. Some of our students say they prefer to use these spaces.

CLL is part of the School of Education, Learning, and Communications Sciences (SELCS). As a research student within SELCS you will have access to a wider range of courses, seminars, and an annual conference. You can also make use of a common room and PGR workspaces on central campus – please contact the PGR team for information and access: SELCSResearchandPGR@warwick.ac.uk.

Library and Research Resources

- "Get It For Me" service - access material not held at Warwick (book chapters, journal articles from other institutions): Get it For Me - University of Warwick Library
- Referencing guidance - An author-year system, such as APA, is strongly recommended. It is the system most commonly found in social sciences texts and is extremely flexible to use. If portions of text are moved around in assignments, for example, the referencing remains unchanged whereas, in a numbered system, complex corrections will be required. Writing at postgraduate research level demands a high level of detail and accuracy in referencing. This may exceed what you have been used to on other courses and students are strongly

advised to utilise the notes in Appendix 2 as a general guide. The online APA style guide can help you with more detailed queries.

Citations: https://apastyle.apa.org/style-grammar-guidelines/citations

Reference list: https://apastyle.apa.org/style-grammar-guidelines/references Copyright: you may make one copy per journal article, or no more than 5% (or one chapter) of a book, for research purposes.

IT Systems

The Information and Digital Group (IDG) provides IT support and resources. All students are entitled to register to use the services provided by IDG. Key systems include:

- Warwick email (Microsoft Outlook) - official University email.
- Tabula - student record system for supervision, annual review, and monitoring.
- Moodle - e-learning platform for module resources.
- Microsoft 365 (Teams, SharePoint) - collaboration and online meetings.
- SkillsForge - professional development booking and recording portal.
- IT self-service: https://warwick.ac.uk/services/its
- Student IT Induction: Student IT Induction

Other Learning Resources

- IATL (Institute for Advanced Teaching and Learning) - optional interdisciplinary modules and skills sessions: https://warwick.ac.uk/fac/cross_fac/iatl
- The Language Centre - language learning and support: https://warwick.ac.uk/fac/arts/languagecentre
- Together at Warwick - spaces and events to connect with other students: https://warwick.ac.uk/students/together/

N. Community, Culture & Expectations

Research Culture and the CLL Seminar Programme

CLL is committed to fostering a vibrant and inclusive research community. A central element of this is the joint CLL Seminar Programme, which aims to:

- Provide an opportunity for PhD students and CLL staff to interact in a collegial and supportive context.
- Allow students to present their research to others.
- Help build confidence and skills in doing public presentations.
- Discuss research issues in a supportive and constructive context.
- Act as a support for students preparing for their final viva.

You are expected to present at a seminar during your time with us. Seminars generally take place on a Tuesday, Wednesday, or Thursday, usually mid-afternoon. Please contact the CLL PGR Lead to discuss and/or arrange a

date. Details of seminars are updated throughout the year depending on availability of speakers. Examples here: https://warwick.ac.uk/study/cll/research/seminarseries/

You are also encouraged to attend research seminars, writing-up groups, and SSLC activities throughout your degree, as these provide an important source of support and community.

SELCS PGR Conference

The SELCS Annual Conference is a valuable event to pause, reflect, and engage with the key issues shaping education, language, and lifelong learning. Led by postgraduate researchers from across Education Studies, Applied Linguistics, and the Centre for Lifelong Learning, the conference reflects a collaborative and interdisciplinary approach. By bringing these communities together, the joint format creates richer opportunities for dialogue, fosters cross-disciplinary connections, and broadens perspectives on shared research concerns. It offers a space for postgraduate researchers, early career researchers, and scholars to present their work, exchange ideas, and engage in thoughtful and critical discussion within a diverse and inclusive academic community.

Information on the 2026 conference is available at: 2026. All PGRs will have the opportunity to join the organising committee and present their research.

Expectations of Students and Staff (Mutual Responsibilities)

CLL expects both students and supervisors to uphold a set of mutual responsibilities that support a productive and respectful research environment. These are set out in full in the Code of Practice for Supervision (Appendix A). Key joint responsibilities include:

- Accepting responsibility for respective contributions to research training and the supervisory relationship.
- Keeping one another informed if either party plans to be away for more than two weeks.
- Treating supervisory discussions as confidential unless otherwise agreed.
- Not misrepresenting the work of others as one's own.
- Being aware of conditions laid down by relevant Research Councils or other funding bodies.
- In the event of a complaint or serious disagreement, following the University's procedures promptly.

Inclusivity, Conduct, and Values

At Warwick, we believe that every individual in our community should be treated with dignity and respect and we are fully committed to equality of opportunity. Key University commitments include:

- Warwick Values: https://warwick.ac.uk/about/strategy/values
- Dignity Principles: https://warwick.ac.uk/services/equalops/dignity
- Social Inclusion: https://warwick.ac.uk/services/equalops
- Warwick Student Community Statement.
- University Calendar: https://warwick.ac.uk/services/gov/calendar/

Student Responsibilities and Engagement

Students are expected to engage actively with their research and with the CLL research community. Key responsibilities include:

- Ensuring registration is completed and all information is correct.
- Checking your Warwick email account at least every 48 hours (official channel for all CLL and University communications).
- Taking the initiative to be in touch with your supervisor(s).
- Attending Doctoral College, DTC, and CLL/SELCS induction events.
- Making effective use of supervision time and recording meetings on Tabula.
- Attending research seminars, writing groups, and SSLC activities.
- Submitting your Annual Review report by 31 May each year.
- Completing the Upgrade process within the expected timeframe (9–12 months FT; 18–24 months PT).
- Considering a paid teaching project in CLL - see Appendix D.
- If you have concerns about your progress, speaking to your supervisor in the first instance.
- Browsing books on how to do a PhD using the University library catalogue.

O. Student Voice & Representation, Feedback & Complaints

Student–Staff Liaison Committee (SSLC)

The SELCS Student–Staff Liaison Committee (SSLC) meets termly and provides a formal mechanism for gathering student feedback and for students to raise issues with staff. The current CLL representatives on the SELCS PGR SSLC are Alice Li Alice.Li.3@warwick.ac.uk and Dean Brookes Dean.Brookes@warwick.ac.uk and you are welcome to get in touch with Alice and/or Dean and raise issues. The current SSLC Chair is Holly Warner and you are welcome to contact Holly and/or discuss participating in the SSLC. Holly's email is Holly.Warner@warwick.ac.uk

Feedback and Complaints

CLL uses a range of formal and informal mechanisms to gather and respond to student feedback:

- Student–Staff Liaison Committee meetings (termly).
- Postgraduate Researcher Experience Survey (PRES) - annual national survey; your participation is encouraged.
- Module evaluations (termly) - completed in the last session of each module.
- Annual module and programme review (annually).
- "Student mode" (annually) - the CLL PGR Lead reviews the learning experience from a student perspective.
- Moderation - each module has a moderator who moderates a sample of assessments.
- External Examination (following submission) - an independent examiner from another University examines the thesis.
- QAA Standards (ongoing) - subject benchmark statements for academic standards.

While CLL is committed to providing high quality support, if you have a concern or complaint you should raise it as soon as possible. In the first instance, raise concerns informally with your supervisor or the CLL PGR Lead. If the matter cannot be resolved informally, you may use the University's formal complaints procedure.

- University complaints: Feedback and Complaints - University of Warwick

P. Appendices / Reference Information

Policies, Regulations, and Key Links

- Appendix B Handbook Template 2026–27: https://warwick.ac.uk/services/aro/dar/quality/categories/infostudes/appendix-b-handbook-template-2026-27.docx
- Regulation 38 (Research Degrees): https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg38researchdegrees
- Regulation 11 (Academic Integrity): https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity
- Doctoral College PGR Guidance: https://warwick.ac.uk/services/dc/support/pgr-guidance/
- Researcher Development Programme: https://warwick.ac.uk/services/dc/research/pgr/
- CLL Research Ethics: https://warwick.ac.uk/study/cll/currentstudents/learningspace/researchethics/
- CLL Seminar Series: https://warwick.ac.uk/study/cll/research/seminarseries/
- Warwick Doctoral College: https://warwick.ac.uk/services/dc
- Research & Impact Services: https://warwick.ac.uk/services/ris
- APP PGR: https://warwick.ac.uk/services/ldc/teaching_learning/app/pgr
- Student Life: https://warwick.ac.uk/services/studentlife
- Data Protection: https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection
- Student Finance: https://warwick.ac.uk/services/finance/studentfinance
- Student IT Induction: Student IT Induction

Forms and Templates

- Annual Review Form - obtained from and returned to the Student Administration Team.
- CLL Research Ethics Approval Form - via the CLL Research Ethics page.
- Submission of Research Thesis and Nomination of Examiners: https://warwick.ac.uk/services/dc/submission/useful_forms
- Extension request forms: https://warwick.ac.uk/services/academicoffice/studentrecords/students/pgrextensions
- Temporary Withdrawal form: https://warwick.ac.uk/services/academicoffice/studentrecords/twd

Appendix A: Code of Practice for Supervision

The Centre for Lifelong Learning aims to ensure that Research Students are assisted in every way to produce work of the highest quality. This Code of Practice is intended as a framework within which research students and their supervisors can form an effective working relationship.

Joint Responsibilities of Students and Supervisors

- Students and supervisors agree to accept responsibility for their respective contributions towards research training and the achievement of the award.

- Students are expected to arrange and attend a monthly supervisory meeting (approx. one hour, FT) or bi-monthly meeting (PT). Meetings must be recorded in Tabula.
- Supervisors are usually assigned at the time of application. If either party feels the arrangement is not working, this should be raised with the CLL PGR Lead.
- Supervisors and students are expected to keep one another informed if they plan to be away for more than two weeks.
- Supervisory discussions should be treated as confidential unless otherwise agreed.
- Students and supervisors agree not to misrepresent the work of others as their own.
- Students and supervisors should be aware of conditions laid down by relevant Research Councils or funding bodies.
- In the event of a complaint, serious disagreement, or apparent breakdown in working relationships, this should be raised with the CLL PGR Lead who will refer to University procedures as appropriate.

Responsibilities of Students

- Ensure compliance with all University and Centre regulations and procedures.
- Attend supervision as arranged; provide reasonable notice if unable to attend.
- Feel free to consult other academic staff, but as a courtesy keep supervisors informed.
- Produce written work in good time for supervision as directed.
- If undertaking overseas fieldwork, maintain regular email contact with supervisors wherever possible.

Responsibilities of Supervisors

Supervisors must ensure students are aware of University regulations and Centre requirements. Supervisors are expected to provide guidance on:

  - The nature of the research process in general.
  - The substantive, theoretical, conceptual, and methodological aspects of the student's project.
  - The scope and sources of relevant literature.
  - The advisability of taking additional taught courses or specialist training.
  - Intellectual developments in fields related to the student's work.
  - The scheduling of each major stage, including the decision to submit.
  - The rate of progress and standard of work, with reference to annual review feedback.
  - Any ethical, security, or safety implications of research activities.
  - Opportunities to disseminate the findings of the student's research.

- Supervisors have a special responsibility to ensure everything is done to help students complete within the normal registration period.
- Supervisors are expected to be available in response to reasonable requests, by prior arrangement.
- Supervisors should continue supervising when on approved study leave or leave of absence.
- Any difficulties raised by the student relating to supervision will not prejudice that student. However, these must be raised in good time.

- If a supervisor becomes absent or unavailable for 4 weeks or more, the student should contact the CLL PGR Lead immediately.

Appendix B: CLL User's Guide to Upgrading from MPhil to PhD

The upgrade process enables a PGR to transfer registration from MPhil to PhD based on having completed research work to an appropriate standard.

- University upgrade information: https://warwick.ac.uk/services/academicoffice/studentrecords/students/upgrade

The Process in Detail

Supervisors are responsible for nominating reviewers and organising the upgrade panel. The panel consists of the PGR, both supervisors, and two reviewers (one acting as chair). Supervisors should consult with the CLL PGR Lead on panel membership.

Supervisors arrange the agreed time and venue. The PGR provides upgrade documents to all panel members at least two weeks before the meeting.

1/ Upgrade Proposal

This should contain:

- a) Introduction chapter (~3,000 words): background, context, experiences giving rise to the project, researcher positionality.
- b) Literature review chapter (~3,500 words): critical evaluation of literature, theoretical perspectives, rationale for the study.
- c) Research methods chapter (~3,500 words): epistemology, ontology, axiology, methodology, sources, analysis, reflexivity, ethical considerations.
- d) Reference list.
- e) Timetable for completion of each stage.

Word lengths are guidelines and may be amended by written agreement with supervisors.

2/ CLL Research Ethics Approval Form

Complete in full. If research involves fieldwork, also submit a Participant Information Sheet and Consent Form. Available at: https://warwick.ac.uk/study/cll/currentstudents/learningspace/researchethics/

3/ Most Recent Annual Review Form

Completed by both PGR and supervisors. Supervisors should also email the chair in advance if there are any issues affecting progress.

Panel Process

Within one month of receiving documents, the upgrade panel meeting will be held. Reviewers meet beforehand to discuss. The PGR is asked questions in a viva-style format. The chair communicates initial verbal decisions on the day; a written report follows within two weeks.

Recommendations open to the panel:

- Pass - upgrade to PhD recommended.
- Continued registration for the award of MPhil.
- Resubmission of upgrade documents.
- Termination of registration (exceptional cases).

Ethical review recommendations: approved; amendments required; declined.

If a PGR fails to upgrade, a second attempt is normally permitted. If the second attempt is also unsuccessful, the student's registration will normally be terminated. The CLL PGR Lead notifies the SELCS PGR team of the outcome.

Appendix C: CLL Referencing Guide

Accurate referencing is a mark of scholarly care and is essential to academic integrity. This guide provides an overview of the CLL-preferred referencing approach.

Purpose of Referencing

The purpose of referencing is to ensure any work drawn upon is credited to the author(s) and that the reader can locate the original source.

The Author-Year Method

You are required to use the author-year method (Harvard or APA) unless previously agreed with your supervisors. In the main text, cite the author's surname and year of publication. Two types:

- Narrative citation (author as subject): "A useful text on practical counselling skills is provided by Nelson-Jones (2000) in which they discuss the core concepts of counselling."
- Parenthetical citation (author in brackets): "It has been suggested that listening skills are concerned with both what is said and how it is said (Nelson-Jones, 2000)."

Both types are correct but have different effects. It is good practice to vary between them.

Direct Quotations

If a direct quotation is used, the page number must be shown. Shorter quotations appear within quotation marks in the main text. Longer quotations (more than 40 words in APA) should be set as an indented block quotation.

More than Two Authors

If there are more than two authors, use the first author's name followed by 'et al.'

Secondary Sources

If you cite an author without access to the original source, use a secondary source citation (e.g. "Smith, as cited in Jones, 2010"). Always try to locate and read the original.

Keeping Full Records

Keep full records of every source from the beginning of your research. Referencing software such as Endnote (available to all Warwick students via the Library) can help.

CLL-Preferred Systems

CLL students must use either the Harvard system (Warwick WMS) or the APA system.

- APA system: https://apastyle.apa.org
- APA citations: https://apastyle.apa.org/style-grammar-guidelines/citations
- APA reference list: https://apastyle.apa.org/style-grammar-guidelines/references
- Harvard (Warwick WMS): available via the Library referencing pages.

Developing Your Style

One problem that can emerge is that work becomes clogged with acknowledgements. Good academic writing synthesises sources into a coherent argument, rather than listing them. Aim to develop a voice that uses sources purposefully and critically.

Appendix D: CLL Statement of Practice on PGR Engagement in Teaching

This statement is informed by the relevant University policies on Engaging Postgraduates as Teachers.

CLL aims to provide a supportive environment for PGRs who wish to engage in teaching. Whereas it is desirable to offer paid teaching opportunities, the status of PGR does not carry an automatic entitlement to paid teaching work.

- PGRs may be involved in teaching, marking, and examining at levels for which they are assessed as suitable.
- PGRs should not normally undertake the role of module convenor.
- PGRs should be offered teaching only if it is possible to do so whilst making reasonable progress on their research.
- PGRs engaged to teach must have completed appropriate training (e.g. PTTHE). Apply at: https://warwick.ac.uk/services/od/academic-development/intro-workshop
- Alternative training/experience may be acceptable if supported by appropriate evidence.
- PGR teaching duties include a range of activities appropriate to the standard University role description.
- Each PGR engaged in teaching will receive appropriate management, monitoring, and support.
- PGRs who undertake marking must be briefed on assessment methods, marking scales, and criteria.
- PGRs in teaching will have access to a teaching mentor (e.g. Director of Undergraduate Studies or equivalent).
- PGRs in teaching should have access to staff development opportunities and be respected as members of the teaching community.
- PGRs are invited to give feedback to the Director of Graduate Studies about the quality and effectiveness of support received.

Expressions of Interest

PGRs interested in teaching activities should email the CLL PGR Lead with a CV and evidence of relevant qualifications or training.

Appendix E: CLL Online Viva Guidance

An Examination Adviser will be appointed for all online vivas and is responsible for ensuring all logistics are in place.

Prior to the Viva

- All parties must familiarise themselves with Doctoral College guidance for online vivas: Staff: https://warwick.ac.uk/services/dc/pgrassessments/vivaguidancecovid19 | Students: https://warwick.ac.uk/services/dc/pgrassessments/vivaguidancecovid19students
- The Examination Adviser confirms the exact date, time, and administrative arrangements at least two weeks in advance.
- The candidate can request an equipped campus room if they prefer not to be examined from home.
- The candidate should notify the Examination Adviser at least one week before the viva of any particular requirements.
- Recommended platform: Microsoft Teams. Backup: Skype for Business. All parties must have both loaded and have reliable internet access.
- The Examination Adviser will arrange a brief technology test run the week before the viva.
- Phone numbers obtained from all parties at least one week before the viva.

On the Day of the Viva

- Supervisors are encouraged but not required to be available on the day.
- The Examinations Adviser will ask the candidate to confirm their identity and that they are alone.
- Candidates may have notes and may take notes during the viva.
- Candidates may request a short break.
- Candidates may request a question or statement is repeated if not clear.
- The candidate will leave the viva while examiners consider their judgement. The Examinations Adviser must remain present throughout.

In the Event of Technological Failure

- If audio/video becomes poor: viva paused until resolved.
- If issue continues: parties leave and rejoin the viva room.
- If issue persists: Examination Advisor decides to pause or postpone after conferring with Examiners.
- If connection fails: affected parties phone the Examination Advisor and await instructions.
- If postponed: Examination Advisor writes a report to the CLL PGR Lead and the Doctoral College.

Consent

The Examination Adviser will request confirmation emails from all parties at least two weeks prior to the viva stating their consent to the online format.

Appendix F: University Information and Learning Resources

Community

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

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

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

We uphold the importance not only of free speech, but also in promoting free speech. We also support academic freedom, a component of free speech.

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

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

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

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

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

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

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

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

Information for all students:

Feedback and Complaints

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

Smoking Policy

Data Protection

Student Finance

Student IT Induction

Warwick Award

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

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

Attendance and Study

Reg. 36 Student Registration, Attendance and Progress

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

Policy on Recording of Lectures by Students

Reg. 31 Information Management, Security and Records Management

Reg. 23 Student Disciplinary Offences

Max Periods of Study

Rules for Award

Reg. 42 Governing Academic Appeals

Information for Postgraduate Research students

Reg. 38 Research Degrees

This regulation sets out at the highest level, requirements for progression and award for postgraduate research degrees.

Warwick Doctoral College

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

Research & Impact Services

Warwick Postgraduate Spaces - Wolfson Research Exchange

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

Warwick Postgraduate Spaces - Postgrad Hub

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

APP PGR

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

Learning Resources and Support

The Library

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

Academic Essentials

Whether you're just starting your university journey or looking to refresh your academic skills, this resource is here to support you throughout your time at Warwick.

On these pages, you'll find essential information and practical advice from current students to help you navigate your academic experience with clarity and confidence.

Student Opportunity

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

- Careers support
- Employability skills and personal development opportunities
- Intercultural training
- Student mobility opportunities
- Internships, placements and work experience
- Volunteering opportunities

Together at Warwick

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

Student Visa Advice Service

The Student Visa Advice Service provide international students with vital visa advice and support, and ensure Warwick is compliant with UK immigration rules and sponsor duties. The team supports all EU and international students during their studies at Warwick and assists with immigration advice and practical support.

Institute for Advanced Teaching and Learning (IATL)

IATL offers optional interdisciplinary modules to all students with home department approval. The modules offer students the opportunity to put creativity, critical thinking, innovation and wellbeing at the centre of their learning experience.

IATL offers skills sessions to all students registered on an IATL module and undergraduate research opportunities and project funding for undergraduate students wishing to undertake research within or outside their own discipline or who wish to communicate and connect with students and staff through performance.

The Language Centre

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

Wellbeing and Student Support

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

Dean of Students Office

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

Personal Tutors

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

Residential Community

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

Living off-campus

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

The University of Warwick Health Centre

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

The Chaplaincy

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

Warwick Students' Union Advice Centre

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

Student Funding Support

The Student Funding Support team offers information, advice and guidance on all aspects of financial support. This includes government grants and loans, and undergraduate scholarships and bursaries provided directly by the University to students. The team administers a number of the University's hardship funds to students and can provide budgeting advice.

Community Safety

The Community Safety team works 24 hours a day, 365 days a year to support the University community by ensuring there is a safe, secure and friendly environment for students, staff and visitors.

Students should always call Community Safety for emergency response requirements. You can phone the Community Safety team on 024 7652 2083. In an emergency on campus, phone 024 7652 2222.

The University Nursery

Children of Warwick staff and students are eligible to attend the University Nursery. Parents interested in placing their child in the nursery should contact the nursery with regards to availability and complete an application form as early as possible.

Further Opportunities

Warwick Arts Centre;

Seminars/conferences/special lectures hosted or given by the department;

Societies which may be of interest to students in the department;

Gym, fitness, swim & more | Sports and Wellness Hub;

Centre for Lifelong Learning;

Warwick Volunteers;

Lord Rootes Fund;

URSS : Undergraduate Research Support Scheme;

University of Warwick | Music Centre;

WIHEA (Warwick International Higher Education Academy).