Postgraduate Research Student Handbook 2026–27

Centre of Education Studies

School of Education, Learning & Communication Sciences (SELCS)



UNIVERSITY OF WARWICK

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A. Welcome & Orientation

Welcome from Dr Emma Langley, Postgraduate Research Lead for Education Studies

Welcome to Warwick and the Centre for Education Studies. We are delighted that you are embarking on your doctoral journey with us.

Whether you are new to Warwick or a returning student, this handbook is designed to guide you through the key information you will need throughout your studies. It brings together advice, guidance, regulations, and practical information to support you at each stage of your doctoral journey. If there is something you need that is not included here, please let us know so that we can continue to improve this resource.

This handbook contains the most up-to-date information for the 2026/2027 academic year. We encourage you to familiarise yourself with its contents and refer to it throughout your studies. While it may not answer every question, it will help direct you to the information, services, and people who can provide support when needed.

Undertaking a doctorate is both an exciting and challenging experience. Along the way, you will have opportunities to develop as a researcher and become part of our vibrant and supportive research community.

I wish you every success in your studies and look forward to supporting you throughout your time with us.

Emma Langley

PGR Lead in Education Studies

About the Centre of Education Studies

The Centre of Education Studies is situated in the Social Sciences Building. Using the campus map the Centre can be located at grid reference F5.

For those on the EdD programme and attending modules, or PhD student auditing modules, teaching sessions will take place in varied locations across both Main Campus and Westwood Campus, and on Microsoft Teams. Please check you are familiar with the locations of your teaching well in advance. If you have any questions about the location of a room, please contact selcsresearchandpgr@warwick.ac.uk. The PGR office team will be happy to provide you with directions.

Please also make sure you read and abide by the Education Studies Community and Expectations, aimed at ensuring we study and work within an inclusive community environment.

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 contains advice and information to support you through your studies for the coming year. 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

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. If you are unsure about anything, your supervisors are your first point of contact.

Staying Connected

The University's main communication channel is by email. Emails are only sent to your Warwick email account, so it is important that you check this account regularly. It is usually straightforward to have your Warwick email forwarded to another account if you prefer.

If you have any general enquiries relating to postgraduate study in Education Studies, please direct them to the PGR Office: SELCSResearchandPGR@warwick.ac.uk

If you use X (formerly Twitter), we have a departmental presence at @Warwick_Edu. We are also on Instagram at @warwick_education. Please follow us for news and updates, and you can tag us in posts that are relevant to the community.

B. Key Contacts & Roles

PGR Leadership

Dr Emma Langley - Postgraduate Research Lead, Education Studies
Oversees and directs provision for research students in the Centre of Education Studies.
E.Langley.1@warwick.ac.uk

Dr Tom Perry - Director of Postgraduate Research, SELCS
Leads on all matters related to doctoral study across SELCS.
tom.perry@warwick.ac.uk

Dr Sarah Dahl - Head of Centre, Education Studies
Overall academic responsibility for the Centre of Education Studies.
sarah.dahl@warwick.ac.uk

Student Support Contacts

Dr Juliet Raynsford - Director of Student Experience and Progression and Senior Tutor
Sally Blakeman - Operations Manager (External Engagement and Student Experience)
Ensures a high-quality student experience and opportunities to engage for all students in the Centre
J.Raynsford@warwick.ac.uk, SELCSSEE@warwick.ac.uk

Dr Rachel Turner-King – Senior Tutor
Rachel.Turner-King@warwick.ac.uk

Christine Bradford - Education Studies Librarian
Provides guidance for students on using the library resources and supporting with your research
c.bradford@warwick.ac.uk

Sam Brown - Education Studies Senior Careers Consultant
Sam.Brown@warwick.ac.uk

Administrative Contacts

Donna Jay - Senior Administrator (PGR)
Jacob Williams - Administrative Coordinator (PGR)
Donna and Jacob provide assistance with all administrative matters for PGR programmes in SELCS, including forms, upgrade and viva organisation, and general course enquiries.
SELCSResearchandPGR@warwick.ac.uk, room C1.10

Laura Larard - Operations Manager (Research and PGR)
Leads the delivery of administrative processes and systems related to PGR programmes across SELCS.
l.j.larard@warwick.ac.uk

Your supervisors

When you arrive you will already know who your supervisor/s are (a second supervisor will be allocated before or as soon as possible after your arrival). Your supervisor will meet with you regularly (at least monthly for full-time students and every six weeks for part-time students). The frequency of such contact will be agreed between you and your supervisor and will be reviewed through your period of study. These meetings are part of the monitoring point system that exists to ensure that students are engaging with their studies.

PGR students are responsible for creating a supervision record immediately after a supervisory meeting, recording discussions and any relevant action points. In Education Studies we use Tabula for recording these meetings.

Your supervisor/s will give guidance about the nature of research and the standard expected, about the planning of the research programme, about literature and sources and the use of requisite techniques and to encourage students to keep aware of all relevant developments within the field. Supervisors also oversee the professional development of their supervisees, including considering opportunities such as presenting, publishing and work placements.

For more details about individual staff members, please see the staff profiles on the Education Studies Staff Pages.

C. Wellbeing, Pastoral & Student Support

We take the wellbeing of students very seriously and will do our utmost to support each and every student throughout their studies. We recognise that everyone experiences stresses and difficulties at some point during their degree.

University Dean of Students and Faculty Senior Tutors

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

The University Dean of Students has overall responsibility for the development of the personal tutor system.

Personal Tutors

Personal Tutors are academic members of staff based in departments, assigned to each student on arrival at Warwick. They meet regularly, at least two-three times per year with tutees depending on their year of study. They provide academic advice and support to personal tutees and discuss feedback. They can also advise on course regulations and mitigating circumstances. They may signpost students to support and development resources and opportunities, and provide references for jobs, further study and internships.

All departments have one or more Senior Tutors with whom students can also discuss issues. On occasion your Personal Tutor may refer you to the Senior Tutor where further support is required. The Senior Tutor in Education Studies is Rachel Turner-King.

Student Experience

Juliet Raynsford is the Director of Student Experience and Progression (DSEP) for the Centre of Education Studies and she works closely with the School's Student Engagement and Experience team, led by Sally Blakeman.

They particularly look at what it feels like to be a student within our Centre. They are interested in monitoring and enhancing your overall experience from three perspectives – the academic, the pastoral and the social. Through these three perspectives, they help to support the vibrant and welcoming community that the Centre of Education Studies prides itself on being.

One of Juliet and Sally's most important roles within the early days of your study (at UG, PGT or PGR level) is helping you to make connections and to build your own department network of staff and students that you know and feel comfortable working with. They are also really interested in each of you as individuals – your background, your hobbies, your opinions, your aspirations. They feel that it is important that every person gets seen, heard and most importantly, valued so please do come and talk to them if you have any thoughts to share or points that you would like to raise or if you would just like a chat. They are here for you.

Within the DSEP role Juliet takes a careful look at student feedback about life in Education Studies and also plans for ways that we can keep improving and enhancing your experience.

There are lots of opportunities for you to get involved with School and Centre life. That might be through attending a research seminar or writing group, attending a social event, joining a panel or an SSLC and many other opportunities. You will hear all about these opportunities in Welcome Week and with regular updates via Instagram and a regular PGR newsletter.

Wellbeing and Student Support

Wellbeing and Student Support offers an access point to all wellbeing services. On their webpage you can access the Wellbeing Portal to make an appointment for a short consultation. Following this consultation, students are referred to the most appropriate Wellbeing service for support. In addition, the Wellbeing Support team offers advice and support appointments on a wide range of issues, and you can find details on their website. If there is something troubling you, or hindering you from focusing on your studies, please contact them.

The issues may be:

Practical - for example, difficulties with accommodation.

Emotional - family difficulties, homesickness, support through a disciplinary process.

Wellbeing-related - concerns about your wellbeing and how you can better manage it, or that of another member of the University community.

Safety-related - concerns about security, harassment or crime.

Wellbeing Support Services is located on the ground floor of Senate House. To access services, submit an enquiry via their website or telephone 024 7657 5570.

Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team makes up part of the network of support for all students at any level of study. The team offers students opportunities to access professional support to help them better develop and fulfil their personal, academic and professional potential. There are a wide variety of services, including individual counselling, group sessions, workshops and email counselling,

Students engage with the Counselling and Psychotherapy Services Team to work through issues such as depression, anxiety, or problems with self/identity or interpersonal relationships. Students bring problems from their past or present that hinder their capacity to function, such as: abuse, self-harm, eating disorders, loss. Counselling and psychology can help with exploring issues to develop insight and bring about positive change to psychological and emotional distress.

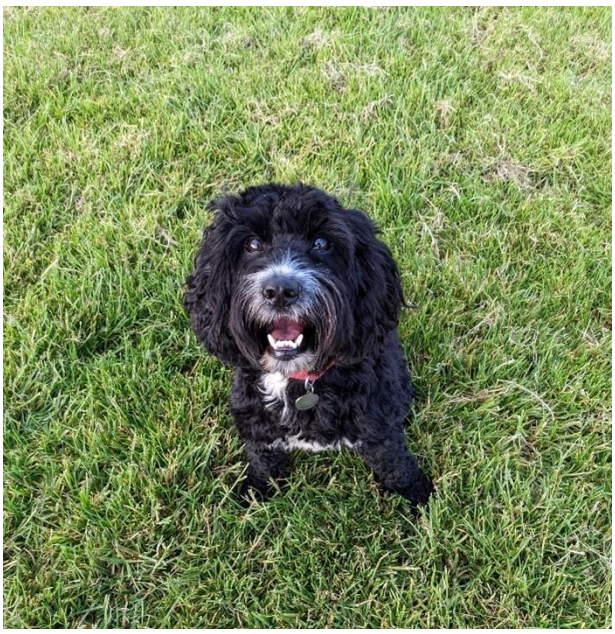
The Counselling and Psychotherapy Services Team is located on the ground floor in Senate House. To access their services, submit an enquiry through their website.

Disability Services

The University offers a wide range of support services to students with disabilities and encourages a positive climate of disclosure. Students with disabilities can seek advice and support through the Disability Services Team in Wellbeing Support Services. Further information relating to the University's provision for students with disabilities is available on their webpages.

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

Academic Departments, the Dean of Students' Office, the Students' Union, the Health Centre and other teams in Wellbeing Support Services can also offer advice and guidance to students with disabilities. Further information can be found online.



Meet the Education Studies Honorary Director of Student and Staff Wellbeing: Kella the Cockapoo!

In Education Studies we are very lucky to have Kella the three-year-old Cockapoo dog who has an important student and staff wellbeing role that she takes very seriously! Kella has been part of the Centre since she was a small puppy and can often be seen on campus with her owner, the Head of Centre, Sarah Dahl. Kella's an enthusiastic member of the team, bringing lots of energy and enthusiasm. Look out for her in the Centre or follow her on Instagram at kella_fluffy_monster!

Residential Community Team

All students who have accommodation on campus have access to the Residential Community Team support network.

The Team is there to help with a wide range of matters including personal or family problems, feeling lonely or homesick, problems with accommodation, and when students are not sure where to get help or who to talk to.

The Residential Community Team can be contacted via email at rescommunityteam@warwick.ac.uk. The Team also has an administrative office which is located in Red Square, Rootes, on the main campus (behind the Students' Union Building). The office is a bungalow with a small front garden and white picket gates. The office is open Monday – Friday 9am to 11pm and Saturday – Sunday 2.30pm to 11pm (excluding public holidays).

International Student Support

Student Opportunity offer services specifically for international students, including **the Student Visa Advice Service**, which supports all international students during their studies at Warwick and assists with immigration advice (a free and confidential service advising on issues including visa extensions, dependant visas, working in the UK during or after study, travel visas, etc.); practical support (bringing family to the UK, Police registration, provides letters to prove student status for visa purposes, banking); and the supports the welcome, induction and integration of international students.

Advice on immigration can only be obtained via authorised staff who are deemed to meet the Immigration Services Commissioner's Code of Standard and Guidance. You should consult **the Student Visa Advice Service** or the Students' Union Advice Centre (advice@warwicksu.com) in the first instance for immigration advice. You will find more information from the Student Visa Advice Service on their dedicated webpages. It is also worth noting that changes in a student's enrolment status, for instance, temporary withdrawal, can have implications for their ability to hold a visa to remain in the UK and students may wish to seek advice accordingly.

Students can contact the Student Visa Advice Service in the following ways:

- Weekly live Q&A sessions.
- Making an appointment with an advisor (online or in person).
- Dropping into the Student Opportunity Hub, Senate House on Monday, Tuesday, Thursday and Friday 13:30 – 15:30.
- By completing an online contact form.

The Student Mobility Team supports students interested in pursuing work and study opportunities overseas, whether a traditional Year Abroad or a period of short-term mobility.

Warwick Volunteers enables students to access a wide range of volunteering opportunities, enabling students to gain experience and transferable skills whilst benefitting the local community.

Careers and Skills

The Careers Team offers a wide range of online resources, workshops, 1:1 information, advice and guidance, employer presentations, careers fairs, and a student helpdesk accessible in person, by email and by phone. The designated Careers Consultant for Education Studies is Sam Brown (Sam.Brown@warwick.ac.uk), who can provide discipline-specific support including 1:1 appointments.

The Skills Team offers personal development programmes including Thrive (for female and non-binary students) and Sprint (equipping students with skills to accelerate their development).

The Language Centre supports foreign language learning opportunities and offers a wide range of modules at various levels in Arabic, Chinese, French, German, Hindi, Italian, Japanese, Korean, Russian, Portuguese and Spanish.

Student Services Overview

Additional student services include:

- Students' Union Advice Centre — free, independent, confidential advice (academic, housing, disciplinary, personal). Located on Floor 2 of SU HQ (open Mon–Fri, 9am–3pm).
- Student Funding Support Team — information, advice and guidance on all aspects of financial support, scholarships and bursaries. Ground floor, Senate House. Tel: 024 761 50096.
- Community Safety — 24/7 support for safety, security, mental health aid, and pastoral care.
- Residential Community Team — support for students in campus accommodation. Contact: rescommunityteam@warwick.ac.uk. Located in Red Square, Rootes, main campus.

- University Nursery — on Lakeside, Scarman Road. Tel: 024 765 23389. Holiday schemes are also available for primary school-age children across most school holidays (exc. Christmas); booking opens approximately 6 weeks before each holiday begins.

D. Starting Your PhD

Induction 2026/27

We hope you will be joining us for induction sessions in Welcome Week and the first few weeks of term. Please make sure that you read the SELCS PGR Induction webpages to find out more about everything that's on offer.

Getting Set Up (Email, IT, Systems including Tabula)

The University's main communication channel is by email. All emails are sent to your Warwick email account only, so it is important that you check this account regularly.

In the first few 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 the Library and PGR workspaces
- Student IT Induction: Student IT Induction

Understanding the Doctoral Journey

Your doctoral journey will take you from initial orientation and research methods training, through the upgrade examination, ethical approval, data collection and analysis, through to thesis submission and your viva. Each stage is supported by your supervisory team and the PGR Office.

Managing Expectations Early

The early stages of a doctorate can feel uncertain and non-linear — this is entirely normal. Your supervisory team is there to support you. Some practical steps in your first few weeks:

- Meet your supervisors early and establish a working pattern.
- Attend induction events and build connections with other PGR students.
- Attend scheduled Postgraduate Research Methods sessions from the start of term.
- Read this handbook in full and familiarise yourself with key processes.
- Seek help early — the PGR Office, PGR Lead and Student Experience Team are all available to you.

E. The Doctoral Journey (Lifecycle Overview)

Typical Timelines

Note: Students with alternative start dates or interruptions should calculate timelines using the below guide and discuss with their supervisory team.

Full-time PhD/MPhil (Empirical):

- Year 1: Orientation, literature review, research methods, preparation of upgrade paper.
- Year 2: Upgrade examination (start of year), ethics application, piloting of the study (if applicable), data collection, processing and preliminary analysis, initial chapter drafts e.g. literature review, methodology, theoretical framework chapters.
- Year 3: Data analysis and working towards a draft of your thesis (80,000 words) to be submitted to supervisor/s with plenty of time for feedback. Revisions to the full draft following the feedback, preparation of the thesis for submission. If possible, thesis to be submitted at the end of the year.
- Year 4: Submission of thesis (if not already submitted), Viva examination and corrections (if required).

Full-time PhD/MPhil (Non-Empirical e.g. Philosophy & Education, History of Education):

- Year 1: Orientation, literature review, research methods, preparation of upgrade paper.
- Year 2: Upgrade examination (start of year), ethics application, further reviewing and analysing literature, development of critical arguments of the thesis, initial drafts of e.g. chapters 2, 3 and 4.
- Year 3: Further development of critical arguments, initial drafts of introduction, methodology and conclusion chapter and working towards a draft of your thesis (typically 80,000 words), to be submitted to supervisor/s with plenty of time for feedback. Revisions to the full draft following the feedback, preparation of the thesis for submission. If possible, thesis to be submitted at the end of the year.
- Year 4: Submission of thesis (if not already submitted), Viva examination and corrections (if required).

Part-time PhD/MPhil (Empirical):

- Year 1: Orientation, research methods.
- Year 2: Literature review, preparation of upgrade paper, upgrade paper examination (in approx. month 21), ethics application, piloting of data collection (after upgrade), initial chapter draft of e.g. literature review chapter.
- Year 3: Further piloting of data collection if applicable; data collection, processing and preliminary analysis. If possible, initial chapter draft of e.g. methodology, theoretical framework chapter/s.
- Years 4–5: Data analysis and writing of thesis (typically 80,000 words) – to be submitted to supervisor/s with plenty of time for feedback. Revisions to the full draft following the feedback, preparation of the thesis for submission. If possible, thesis to be submitted at the end of year 5.
- Years 6-7 - Submission of thesis at the start of year 6 (if not already submitted), Viva examination and corrections (if required).

Part-time PhD/MPhil (Non-Empirical e.g. Philosophy & Education, History of Education):

- Year 1: Orientation, research methods.
- Year 2: Literature review, preparation of upgrade paper, upgrade paper examination (in approx. month 21), ethics application, piloting of data collection (after upgrade), initial draft of e.g. chapter 2.
- Year 3: Further reviewing and analysing literature, development of critical arguments, initial drafts of e.g. chapters 3 and 4.
- Year 4: Further development of critical arguments, initial drafts of introduction, methodology and conclusion chapter.
- Year 5: Producing a draft of the thesis (typically 80,000 words), to be submitted to supervisor/s with plenty of time for feedback. Revisions to the full draft following the feedback, preparation of the thesis for submission. If possible, thesis to be submitted at the end of the year.
- Years 6-7 - submission of thesis (if not already submitted), Viva examination and corrections (if required).

EdD

Suggested Timescale (part time study only):

- Year 1 - Three Master's level modules from those on offer in Education Studies in the relevant academic year, including Research Methods in Education (RME) if deemed appropriate by the supervisor (all must be passed at a mark of 60 or above).
- Year 2 - One Master's level module from those on offer in Education Studies in the relevant academic year, and two modules from the Advanced Research Methods (ARM) course (all must be passed at a mark of 60 or above).
- Year 3 to 5 - Research and thesis preparation. Thesis of 50,000 words in length. After submission there will be a viva and time may need to be allowed for corrections.

If you have gained Recognition for Prior Learning for modules, your timescale will alter to reflect this, for example meaning that you may be able to start the research component of the course earlier. Please discuss your module timetable with the EdD course leader at the start of Years 1 and 2.

Module Requirements

- Please note that to continue to submission and examination of your EdD thesis, you must have passed (or had approved recognised prior learning):
- 3 x 30 CATS modules from the Education Studies menu.
- 1 x 30 CATS module Research Methods in Education (or alternatively 1 x 30 CATS module from the Education Studies menu).
- 2 x 30 CATS modules from the Advanced Research Methods course.

All modules must have achieved a mark of 60 or above.

Overview of Key Milestones

The following milestones apply to PhD/MPhil students (detailed guidance in Sections J and M):

- Monthly monitoring points (recorded in Tabula): throughout registration.
- Postgraduate Research Methods attendance: compulsory in Year 1.
- Upgrade examination: approximately 12 months FT / 21 months PT.
- Ethics approval: required before data collection commences.
- Annual review: each Term 3 throughout registration. **NB new progression requirements likely from 2027/28.**
- Thesis submission: typically end of Year 3 FT / Year 5 PT.
- Viva examination: following thesis submission.

At every stage of your doctorate, you are expected to maintain regular contact with your supervisory team, record all supervision meetings in Tabula, engage with the research methods programme and record monitoring points.

F. Supervision

Your relationship with your supervisor(s) is key and will underpin the progression of your academic work as well as your personal and professional development.

Your supervisor will meet with you regularly. Full-time students are typically expected to have supervision meetings at least monthly and every six weeks for part-time students. These meetings are part of the monitoring point system that exists to ensure that students are engaging with their studies. Supervision meetings should usually be held in person.

PGR students are responsible for creating a supervision record immediately after each supervisory meeting, recording discussions and any relevant action points. In Education Studies we use Tabula for recording supervisions. Supervisors are then asked to approve the record on Tabula.

Open and regular communication is the foundation of a good supervisory relationship. Students and supervisors are encouraged to agree a clear working pattern early on, including meeting frequency, modes of communication, and expectations for feedback on written work.

Your supervisor/s will give guidance about the nature of research and the standard expected, about the planning of the research programme, about literature and sources and the use of requisite techniques and to encourage students to keep aware of all relevant developments within the field. Supervisors also oversee the professional development of their supervisees, including considering opportunities such as presenting, publishing and work placements.

If you experience difficulties with your supervisory relationship, you should in the first instance speak with your other supervisor (if applicable) or the PGR Lead (Dr Emma Langley). The Director of PGR (Dr Tom Perry) may become involved if the matter cannot be resolved initially.

Doctoral College supervision guidance: Warwick - PGR Policies

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 / 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

Professional Development Expectations

Beyond formal training, doctoral students in Education Studies 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 4 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

All postgraduate research students at the University are required to submit a report on their progress to the Centre on an annual basis throughout their period of registration (students in extension or examination, or those revising their thesis, are not required to complete the report).

The annual review, which takes place each year in Term 3, represents an opportunity for students to reflect on their progress, record their achievements and formally plan their timescale for the completion of the qualification, and to comment on their supervisory experience to date. It also serves as an annual reminder that the department and the Doctoral College are there for students to help with any concerns/issues they may be experiencing during their registration, whether of a personal, medical, supervisory or other nature.

Completion and submission of an annual report is also a requirement set by research councils and funding for students in receipt of research council scholarships is conditional on annual submission of the report.

The format and timing of the review form may change from year to year as the process is further refined, so please wait for instructions from the PGR Lead which trigger the annual review process each year.

Upgrade Process

The upgrade assesses whether you have produced work that merits a transfer from the MPhil to the PhD (doctorate). It gives you the opportunity to focus on your research, to present it and to receive feedback on your progress. It is also a valuable opportunity to experience a viva-style examination. Please note that you should have drafted your ethical approval documentation for your project before undertaking the upgrade paper, but the form will be submitted to the ethics panel after your upgrade examination.

There are four parts to the upgrade::

- Attendance of research methods sessions.
- Writing an upgrade paper (10,000 words).

- An oral examination — You will present your paper to a panel of two members of academic staff (usually from Education Studies but exceptionally from another department, if you are co-supervised in another department) – your supervisor/s may also attend.
- Gaining ethical approval for your study.

You should submit your upgrade paper to your designated Tabula submission, which will be set up in advance of your upgrade submission deadline. If you cannot see this, please contact the PGR Office (SELCSResearchandPGR@warwick.ac.uk). You need to submit your paper before the 4pm (UK time) deadline on your submission day. Please note that all upgrade submissions go through Turnitin.

Timing

Students with alternative start dates or interruptions to study preceding the upgrade should calculate the timeline using the below guide and should discuss this with the supervisory team (and verify with Centre Lead if needed).

Full-Time (FT) schedule (in months)	**FT Oct start**	**FT Jan start**
Month 11 Final draft of paper submitted to supervisors (end of month or start of month 12)	Aug Y1	Nov Y1
Month 12 Submission of upgrade paper to PO (end of month 12)	Sep Y1	Dec Y1
Month 13 Upgrade examination (end of month 13)	Oct Y2	Jan Y2
Month 14 Ethics application submitted to ethics committee (month 14+ depending on revisions required to form from upgrade)	Nov Y2	Feb Y2

Part-Time (PT) schedule (in months)	**PT Oct start**	**PT Jan start**
Month 18 Final draft of paper submitted to supervisors (end of month or start of month 19)	Mar Y2	Jun Y2
Month 19	Apr Y2	Jul Y2

Month 20 Submission of upgrade paper to PO (end of month 20)	May Y2	Aug Y2
Month 21 Upgrade examination (end of month 21)	Jun Y2	Sep Y2
Month 22 Ethics application submitted to ethics committee (month 22+ depending on revisions required to form from upgrade)	Jul Y2	Oct Y2

The Upgrade Paper

Your aim overall is to explain the direction in which your research is headed – you are not expected to report back on extensive sets of data you have collected or present your full literature review (indeed do not collect data until the upgrade is complete). At this stage of your work there are uncertainties and unknowns, so try to be open about these. Discuss your paper with your supervisor/s, make sure that it is proofread carefully and referenced consistently. Do not exceed the word count (10,000 words +/- 10%; word count excludes references and appendices but includes footnotes/endnotes). Once finished and approved by your supervisor/s for submission, use the Tabula link to submit your paper (including the completed **upgrade cover sheet**) and draft ethics form; it will be sent to your examiners.

Contents of the upgrade paper:

1) **2,000 word research proposal/extended summary of the project** (should not overlap substantially with the two draft chapters)
   a) Introduction (c. 10% of word count).
   b) Background, rationale for study, research questions (c. 30% of word count).
   c) Research design summary (c. 30% of word count).
   d) Potential for contribution to knowledge within the chosen field (c. 30% of word count).

2) 4,000 word literature review chapter
   a) To include an introduction and conclusion and sections reviewing relevant bodies of literature – this will provide the basis for a thesis chapter later on. Can include theoretical/conceptual framework but this is not essential at this stage.

3) **4,000 word methodology chapter for empirical studies** (i.e. data collection, including document analysis and secondary data analysis) (for non-empirical studies, to consist of theoretical/analytical methods discussion or appropriate equivalent). To include:
   a) An introduction.
   b) Discussion of intended research approach and researcher positionality.
   c) Discussion of intended study design and methodology.
   d) Discussion of intended methods.
   e) Outline of plans for piloting.
   f) Information on intended participants, sampling, recruitment.

g) Discussion of ethics (not to be copied and pasted from ethics form – should be an academic discussion of research ethics referring to relevant research literature).
h) Outline of plans for data management, data processing and analysis.
i) An account of any issues or hurdles anticipated during the research and possible solutions to these.
j) Conclusion.

This will provide the basis for the thesis chapter later on.

OR a 4,000 word discussion chapter for non-empirical studies (i.e. in the sub-disciplines of educational philosophy, history, theology, literature), to be determined in discussion with the supervisor.

a) For a philosophical study, should include: introduction and statement of central position; exposition of supporting arguments; discussion of counter-arguments and responses; appraisal of implications of discussion of position in relation to the research questions; discussion of plans and steps for developing the position; outline of plans for access to sources, management of sources and storage of files throughout the project; discussion of relevant research ethics issues.
b) Information about other types of non-empirical study will be developed and added on a case-by-case basis.

4) **An appendix** including the following:
   a) Works referred to in the paper (references list).
   b) Monthly timeline for the remainder of the period of study.
   c) Draft ethics form, participant information sheet and consent form/s (if applicable) - make this realistic and confirm with your supervisor.
   d) Notes on the appendix:
   e) Material included in the appendix is not included in the word count.
   f) Any supplementary material you want the panel to see as part of your upgrade proposal (e.g. research instruments) should be included in the appendix, but will be for information only and will not contribute to the formal assessment, which is based on the principal sections of the paper (except for the timeline, which is checked for assessment criterion iii).

The Upgrade Panel

The upgrade panel consists of two members of academic staff: one recommended by the supervisory team (panel lead), and one selected from a rota or from another department (where co-supervision or specific expertise is required). PGRs can discuss the choice of panel lead member with their supervisors although it is not possible to guarantee that the first choice will be available.

The upgrade event does not normally exceed **2 hours in total**. Approximate timings breakdown: 5 minutes introduction, 10 minutes presentation, 45-60 minutes discussion, 15 minutes deliberations, 15 minutes explanation of outcome.

The supervisory team is invited to attend but not permitted to interject until the final discussion part.

There are various stages to the upgrade event:

Upgrade panel pre-event meeting: The upgrade panel members meet before the upgrade event (on the day or earlier) to compare notes and agree questions/discussion topics.

Upgrade introduction: The upgrade panel lead member begins the event by introducing the panel members and explaining the nature/structure of the event.

Presentation: The student gives a presentation of 10 minutes based on the upgrade paper. If they wish they can use PowerPoint or other visuals/handouts. They can explain any developments since the paper submission and should give a concise overview of the study and anticipated contribution to knowledge. The upgrade panel lead member gives the student notice of time if the presentation begins to overrun.

Discussion: The upgrade panel then engages in discussion with the student about the paper and any questions arising from the presentation (approx. 45-60 minutes).

Deliberations: The student and supervisory team then leave the upgrade panel members to discuss the outcome and any revisions (approx. 15 minutes). If necessary (due to e.g. a query about student wellbeing), the upgrade panel may choose to invite a supervisor into this discussion briefly.

Outcome explanation: The student and supervisory team then return to the meeting and the upgrade panel lead member explains the upgrade event outcome and both panel members give feedback on the paper and the proposed study (approx. 15 minutes). The student and supervisory team may ask questions of clarification during this discussion.

Following the upgrade event, the upgrade panel lead member coordinates completing the paperwork and returns the form and joint report to the PGR Office within 1 week of the upgrade event; the Office then shares the form and report with the student and supervisory team.

Further clarification can be sought from the panel at this stage by student and/or supervisor, and, where necessary, discussion may take place. In a case where there is a disagreement between the panel and the supervisor and/or student, as to the panel's requirements, the PGR Lead should be approached.

In a case where the PGR Lead is unable to resolve this, or where they are unavailable, or where a PGR Lead's supervisee is involved, the Director of PGR/Head of Centre may be consulted, with the Doctoral College being the final port of call.

Official MPhil to PhD status upgrade approval **will only be logged on the system when**:

-Evidence of **Research Methods attendance** has been recorded.

- The **upgrade panel** formally approve the upgrade paper (on the day of the examination or following revisions).

- The **ethics application** has been approved by the Centre Ethics Committee.

Assessment criteria

These criteria form the basis of the upgrade panel members' initial assessment of the upgrade paper submission. In the upgrade event, all of the below criteria should be touched upon (particularly criteria i-iii), but some areas may be focused on more than others if there are weaker/missing points in the upgrade paper.

i) The candidate demonstrates awareness of the potential contribution to knowledge of their study

Assessed in: research proposal part of upgrade paper; upgrade event presentation and discussion

The candidate is able to:

- Articulate which field/s their study is situated within.
- Demonstrate knowledge of key debates/concepts within the field.
- Explain their potential contribution to the field (within realistic expectations of this stage of study, i.e. an awareness of a gap in knowledge).
- Demonstrate that the proposed project has the appropriate scope/ambition to produce a doctoral thesis.

ii) The candidate demonstrates an ability to critically engage with academic literature from relevant field/s

Assessed in: research proposal part of upgrade paper; literature review part of upgrade paper; upgrade event presentation and discussion

The candidate is able to:

- Discuss and refer to an appropriate range of academic publications.
- Summarise, synthesise and organise literature they have read into a structured discussion.
- Engage with a smaller range of publications in more detail.
- Show how engagement with the literature has informed plans for the research project.

iii) The candidate demonstrates that their proposed study is realistic and achievable within the timeframe, and designed with principles of research ethics

Assessed in: research proposal part of upgrade paper; methodology part of upgrade paper for empirical studies, or discussion chapter for non-empirical studies; timeline in appendix; draft ethics form; upgrade event presentation and discussion

The candidate is able to:

- Convey a relatively well-developed research design that is also achievable within the timeframe – and that they are personally capable of achieving (e.g. using previously gained research/professional experience and personal/professional knowledge of the chosen topic).
- Show awareness of the research process overall, including in relation to research questions, methodology, methods and participants.
- Demonstrate engagement with research ethics both in an official sense (through the draft ethics form) and in an academic sense (in the paper), to the extent that these are relevant for the study in question (i.e. there will be less content on ethics for studies not involving human participants, but ethical issues should still be considered).

iv) The candidate demonstrates the potential to produce an 80,000 word written doctoral thesis of the required standard of doctoral-level work.

Assessed in: upgrade paper

The candidate is able to:

- Produce a paper of the required length (10,000 words with 10% leeway).
- Write in structured, logical prose (taking into consideration any disclosed disabilities, and considering that a student would be able to use the services of a proofreader and/or academic writing course in future work – this can be a recommendation of the panel in the report).

v) The candidate is able to clearly communicate their study to a non-expert academic audience and respond to questions about the study.

Assessed in: research proposal part of upgrade paper; upgrade event presentation and discussion

The candidate is able to:

- Clearly explain the basic details of their study in written and oral form, showing a good grasp of the study they are proposing to undertake.
- Respond in a relevant manner to questions posed by the upgrade panel.

Possible Outcomes of the Upgrade Examination

The emphasis in the proposed outcome set is on asking *Is this candidate ready to proceed with conducting their study and writing a doctoral thesis?*

If yes, then the options are 'pass' and 'pass with minor revisions' (submitted in the form of a note). This does not prevent upgrade panel members making suggestions about the proposed study for the student and supervisory team to take into account.

If no, then the options are 'resubmit' along with 'MPhil route' and 'Fail'. The 'resubmit' option is designed to ensure that students who are not yet ready to proceed with their study are given the time to achieve this level (or, in a final case, to withdraw from the course).

Outcome 1: Pass

The upgrade is **passed on the day**.

The panel **may include some recommendations** to the student for consideration in their study, but these are not revisions to make at this stage.

The panel complete the upgrade form and report and send these to PO within 1 week of the upgrade event; PO then shares with student and supervisory team.

The student can then proceed to submit the ethics form to the ethics committee for review.

Following ethical approval (and provided there is evidence of attendance of research methods), the upgrade is then processed by the PO and approved by Director of PGR in the system.

Outcome 2: Pass with minor revisions

The upgrade is **passed on the day but there are some revisions that need to be completed before the upgrade can be finalised**. These could include: revised research questions; a justification for an element of

the study that was missing from the original paper; a sub-section that was required in the paper but missing from the paper (e.g. sampling strategy).

The panel will provide **some required revisions which the student should address in the form of a short document of approx. 1-3 pages** (without amending the upgrade paper).

The panel complete the upgrade form and report and send these to PO within 1 week of the upgrade event; PO then shares with student and supervisory team.

The student is given 1 month to complete the revisions (FT) or 6 weeks (PT). The deadline is confirmed by the PO who also monitors this deadline.

The revisions document is submitted to the upgrade panel lead member and PO for approval. Approval is sent by the upgrade panel lead member to the student, supervisory team and PO (or further clarification is sought).

The student can then proceed to submit the ethics form to the ethics committee for review.

Following ethical approval (and provided there is evidence of attendance of research methods), the upgrade is then processed by the PO and approved by Director of PGR in the system.

Outcome 3: Resubmission of upgrade paper

The upgrade is **not passed on the day because the upgrade paper has not met the required standard and the discussion with the student has not elevated the level of the work to the required standard**. This may be due to an incomplete paper, an insufficient engagement with literature, misunderstandings relating to methodology and so on.

The panel will **provide revisions which the student should address in the form of a short document (1-3 pages) *and* revisions to the paper**.

The panel complete the upgrade form and report and send these to PO within 1 week of the upgrade event; PO then shares with student and supervisory team.

The student is given 3 months to complete the revisions (FT) or 5 months (PT). The deadline is confirmed by the PO who also monitors this deadline. If the revisions are completed earlier the document can be resubmitted in advance of the deadline.

The revisions document (1-3 pages) and revised paper (indicating changes using a different font colour) is submitted to the upgrade panel lead member and PO for approval. The other panel member may also be consulted. Approval is sent by the upgrade panel lead member to the student, supervisory team and PO, or further revisions/clarifications may be sought.

There is no further upgrade event, but the upgrade panel may select the outcomes 'MPhil route' or 'Fail' if the resubmitted upgrade paper still falls short of the required standard.

Once approved, the student can then proceed to submit the ethics form to the ethics committee for review.

Following ethical approval (and provided there is evidence of attendance of research methods), the upgrade is then processed by the PO and approved by Director of PGR in the system.

Outcome 4: MPhil route

The upgrade is **not passed on the day** because the upgrade paper has not met the required standard and the discussion with the student has not elevated the level of the work to the required standard. This may be due to an incomplete paper, an insufficient engagement with literature, misunderstandings relating to methodology and so on.

If the student does not demonstrate evidence of capability to proceed to doctoral level, but there is potential for a thesis to be produced at Master's level, the outcome can be selected that the student remains on an MPhil status and will then work on a thesis of 60,000 words.

The panel complete the upgrade form and report and send these to PO within 1 week of the upgrade event; PO then shares with student and supervisory team.

In the event of this outcome there will be further discussion of the implications of this route with the PGR Lead, the student and supervisory team.

Outcome 5: Fail

The upgrade is **not passed on the day** because the upgrade paper has not met the required standard and the discussion with the student has not elevated the level of the work to the required standard. This may be due to an incomplete paper, an insufficient engagement with literature, misunderstandings relating to methodology and so on.

If the student does not demonstrate evidence of capability to proceed to doctoral level, and there is no potential for a thesis to be produced at Master's level, the outcome can be selected that the student fails the upgrade and is therefore recommended to withdraw from the programme.

The panel complete the upgrade form and report and send these to PO within 1 week of the upgrade event; PO then shares with student and supervisory team.

In the event of this outcome there will be further discussion of the implications of this outcome with the PGR Lead, the student and supervisory team.

You should re-visit the information on the upgrade process at the time of your upgrade for the most up-to-date information.

I. Ethics, Integrity & Compliance

Research Ethics Approval Procedure

Please note: this process reflects the current process as of August 2026, but there may be changes to the process when SELCS ethics processes are developed. To be sure, when you reach the stage of drafting your ethics form, please check with the Ethics Lead (Prof Emily Henderson for 2026/27, e.henderson@warwick.ac.uk) and the SELCS PGR team (SELCSResearchandPGR@warwick.ac.uk) for the latest information.

IMPORTANT: All PGRs who are registered for their doctoral degree in Education Studies are required to submit an ethical approval application before conducting any research (including pilot research and research which does not include human subjects). Ethical approval cannot be sought retrospectively.

TIMING OF THE ETHICAL APPROVAL PROCESS (PhD students): (1) The ethical approval application is drafted and the draft version is included in the upgrade submission. (2) Once the upgrade has been fully completed and signed off by the examiners (including any revisions), the ethical approval application should be submitted to the department for review. More information on the process is included below.

TIMING OF THE ETHICAL APPROVAL PROCESS (EdD students): The ethical approval application is drafted when taught modules are completed and the doctoral project has been designed. When the supervisors have signed off on the application, the ethical approval application should be submitted to the department for review. More information on the process is included below.

CHANGES TO THE ETHICS FORM/OTHER DOCUMENTS AFTER APPROVAL: If you need to make a change to your study design, participant group, research instruments, platform to be used for data collection and so on after ethical approval, please contact the Ethics Lead by email and explain the nature of the change, before you conduct any research following the amendments. The Ethics Lead will advise if the change requires a revised ethics application and, in this case, will review the amended application and provide a further approval once satisfied with the amendments.

The below table sets out the stages of the ethical approval process. If you have any questions about the process, please contact the Ethics Lead (see above for contact details).

This information is purely procedural. In-depth thinking and discussion about research ethics is included in the research methods training provided within the School.

Stages of the Education Studies PGR Ethical Approval Process	
Stage of the process	**Information**
1. Initial ethics thinking	- Thinking about the ethical aspects of your study should begin on day 1! - Discuss ethics with your supervisors; read about ethics; attend sessions on research ethics included in your research methods training (see reading recommendations on the methods sessions Moodle site). Consider how to tailor ethics principles to the unique context of your study. - It is advisable to undertake or at least begin your Research Integrity Online Training at this stage. PGRs are required to complete the full course of 8 modules. This is quite an undertaking and is worth engaging with at an early stage to benefit from the learning. The training can be accessed here: https://warwick.ac.uk/services/ris/research-integrity/training/online-training/ - If your study is potentially high risk (e.g. vulnerable participants, sensitive topic, risky location), you may need to apply for full ethical approval via the university process. You and your supervisors will need to identify this early on and should discuss this with the Ethics Lead as soon as possible.
2. Application drafting	- You should work on the draft version of the ethical approval form and additional documentation (see below) with support and guidance from your supervisors. - The form is available on this page: https://warwick.ac.uk/fac/soc/ces/students/pgrstudents/handbook/forms/ - If you are conducting a study with human (i.e. living) participants, please complete the version of the form entitled 'Ethical Approval Form'... - OR, if you are conducting a study which is desk-based or theoretical, please complete the version of the form entitled: 'Ethical approval form for desk-

	based/theoretical studies (i.e. no direct data collection from human/live participants)'. The forms are the same but this version has guidance comments to indicate how to complete the form. - OR if your study has been identified as high risk in discussion with your supervisors and the Ethics Lead (see Stage 1), you will need to work with your supervisors and the Ethics Lead to draft an application for full University Approval (PhD students – do NOT submit this application until after the upgrade process – just download a pdf of the draft form for your upgrade submission). Full application details are here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ - If you are unsure which of the above forms to complete, please discuss with your supervisors and submit a query on this to the Ethics Lead (see email address above). - In addition to the form, for students conducting studies with human participants, please draft a 'Participant Information Leaflet' and a 'Consent Form' (if you have different groups of participants, one each of these is needed per group). Institutional templates for these forms are available here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ - You may also draft your research instruments, recruitment materials and other documents for your data collection (if applicable) at this stage, though this is optional; note that revisions to your upgrade may result in revisions to your instruments and so on. - If you have not completed your Research Integrity Online Training yet at this stage, it would be worth completing this as soon as possible so that you are not delayed in submitting your application (see Stage 1 above). **- For PhD students, the ethics form is submitted with the upgrade submission (see below). For EdD students, please skip to Stage 4.** - For PhD students, the draft form should be submitted as an appendix to the upgrade document, including the consent form/s and participant information leaflet/s, if applicable (one of each per participant group). It is optional to include the research instruments. - The upgrade examiners give feedback on the ethical aspects of the study if needed.
3. Application revisions (part of revisions and/or after the upgrade)	**- This stage is for PhD students only. For EdD students, please skip to Stage 4.** - When the upgrade has been passed and any corrections approved by the examiners, the ethics form and supporting documentation can be revised according to advice/feedback from the examiners; it is worth doing this as soon as possible after the upgrade to avoid delays to data collection. - At that point, the application should be finalised and signed by the student and both/all supervisors.
4. Application submission	**- This stage is for all students (including those with high-risk studies who are applying to the university process; see Stage 1).** You should submit the application as attachments (in one email, copying in both supervisors) to the SELCS PGR Team (SELCSResearchandPGR@warwick.ac.uk), also copying in the Ethics Lead. If your research will be conducted in language/s other than English, please provide the English version of the materials for review. - ALL STUDENTS: Completed ethics form

	- ALL STUDENTS: Research Integrity Online Training certificate for the full course. - Consent form/s and participant information leaflet/s (if applicable), - Instruments (if applicable, e.g. interview guide, observation grid, questionnaire, diary form…) - Participant recruitment email/poster (or equivalent) (if applicable), - Email approval from IT services for the use of any platforms other than the University approved ones (these are: Qualtrics, Teams, OneDrive). Other platforms could be required for contexts where the approved platforms do not function well. - Any other documents deemed relevant, e.g. police check, workshop plan if conducting a workshop, and so on (if applicable).
5. Application processing	- Once you have submitted, you will receive acknowledgement by email from the SELCS PGR team within three working days. - The SELCS PGR team will check that you have submitted all the required documents and will email you to request the submission of any missing documents. - Once the application has been checked, it will be sent to two reviewers (stage 6). If you are applying for full approval due to a high-risk study, the application will be reviewed by the Ethics Lead at this stage.
6. Application reviewing	- Your application will be reviewed by two members of the Education Studies Ethics Panel (or by the Ethics Lead for high-risk studies). One reviewer is named as a Lead Reviewer who coordinates the review and ensures that there is only one set of comments. - Reviewers are given two weeks for the review, though this may exceptionally take longer e.g. if you submit during a festive period. - The reviewers communicate the outcome to you by email (copying in your supervisors and the SELCS PGR team) – the following outcomes are available: - The reviewers review the forms (one version, one set of combined comments); they then agree on the outcome and communicate this to the student (cc supervisors and SELCS PGR team) by email: (a) Approved – no amendment (the form is signed by ethics committee members reviewing the form and returned to the student by email, copying in the supervisors and SELCS PGR team). (b) Revisions required – amendments required. The form is not yet signed by the reviewers. Students and supervisors re-work the form/other documents where edits are required and re-submit to the reviewers with edits showing in tracked changes. This process is repeated until the reviewers are satisfied; the form is then signed by the reviewers and returned to the student by email, copying in the supervisors and SELCS PGR team. (c) Referred for full University approval – in these cases, the full University approval form is used (this is for cases deemed to carry a high risk to the student and/or participants; see Stage 1). At this stage, for these students, the application can be submitted to the University system. Details are available on this webpage: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/
7. Application approval and finalising	- Once the application has been signed off, it will be saved by the SELCS PGR team. - (For those applying for full University approval, please send the final form to the SELCS PGR team and then also forward the notification of approval from the University committee when you receive it).

	- You should save the final, signed form, as you will need to insert this into the appendix of your thesis. - Congratulations, you have Ethical Approval!

Academic Integrity (Plagiarism, AI Use and Turnitin)

In Education Studies, we include plagiarism within a wider discussion of academic conduct and integrity. Plagiarism is defined as "an attempt to benefit oneself or another, by deceit or fraud. This shall include reproducing one's own work or the work of another person or persons without proper acknowledgement". Plagiarism is a serious offence and is classed as cheating by the University.

All academic work submitted via Tabula is put through Turnitin. This is an online plagiarism and text matching tool. This software compares submitted work to all published works, including previous student submissions, not only from the University of Warwick but also those submitted in many other academic institutions, located in the UK and internationally. Turnitin is considered to be a crude tool as it merely alerts tutors to the possibility of irregularities and text matches and prompts them to investigate further. Therefore, this is not the only way cheating or plagiarism is detected. Tutors may recognise previously published work, writing style or referencing anomalies as they read your work which will lead them to check references and sources manually, which, in turn, can lead them to identifying issues relating to plagiarism and cheating. You may wish to take the Moodle course on avoiding plagiarism and read more about Academic Integrity on the University's web pages.

In instances where possible poor scholarship is identified by markers, in conjunction with the Centre's Academic Integrity Committee Chair, students' work will be referred to a panel of the Committee. The panel will determine the outcome of their investigations based on the Centre's Academic Integrity Policy and Process.

For your thesis, the acknowledgements should be followed under a separate heading by a declaration in which the author indicates any material contained in the thesis which they have used before or which the author has had published. The declaration should state that the thesis is the candidate's own work, except where it contains work based on collaborative research, in which case the nature and extent of the author's individual contribution should be indicated. The author should also confirm in the declaration that the thesis has not been submitted for a degree at another university.

Candidates should note that they may incorporate work already submitted for another degree (e.g. a Master's) into the current thesis, as long as the material concerned is indicated clearly in the text, and the declaration refers to the incorporation of this material. Such material may provide support for a thesis, but it will not be taken into account in evaluating the achievement of the requirements for the degree for which the thesis is being examined.

Artificial Intelligence (AI)

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 understands that, in the course of producing a high-quality piece of work for assessment, students may wish to receive input from a third party prior to submission. As examples, proofreading might be undertaken by peers, flatmates, family members, thesis supervisors and professional, proofreading companies. However, the University expects that any piece of work submitted for assessment, whether credit-bearing or not, is the student's own work. Any assistance provided by a third party to proofread should not compromise this expectation or the authenticity of that piece of work.

The intention of this policy is not to prohibit or restrict good supervisory practice in regard to the supervision of PGR students. However, it is to be noted that proofreading and editing students' work (beyond pointing out some basic errors during the reading of draft work) falls outside of the supervisors' remit.

If using a proofreader, please consult the University Proofreading Policy and also show this to the proofreader before they undertake the work.

Data Protection / GDPR

All students at the University of Warwick who handle or process personal data about individuals (names, contact details, financial details, course details, personal circumstances, beliefs etc) in the course of their studies must be aware of the General Data Protection Regulation (GDPR) which protects individuals' rights around privacy and personal data. For more information, please read the University web pages on Information and Data Compliance**.**

DBS Checks

You might need an enhanced DBS disclosure to carry out your research, if you are researching in the UK with children or adults in certain scenarios. Once you have written your research proposal, you will need to discuss with your supervisor if a DBS check is likely to be required for the field work you intend to undertake. If they suggest you may need a DBS you will need to fill in a DBS request form and you will be advised further.

If your research requires a DBS check and you are an international student or have spent six months or more overseas in the past five years, you will be required to obtain a Certificate of Good Conduct from the country you were residing in to apply for the DBS check. This will provide evidence that you do not hold a criminal record overseas. It is important to start this process yourself as soon as possible, as these documents can take some time to obtain. There is some guidance here.

Fieldwork, Travel and Risk Assessment (incl. Change of Study)

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 Education Studies 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 Education Studies which is sovereign on decisions regarding extensions and that extension requests will be considered on a case-by-case basis. It is important to make effective use of time from the outset. Extensions are not normally available during the early stages of a degree.

University extensions procedure:
https://warwick.ac.uk/services/academicoffice/studentrecords/students/pgrext/

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, the Centre 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 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 — Education Studies 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 PGR Lead as soon as possible.

Doctoral College Mitigating Circumstances Policy: Warwick - PGR Policies

K. Thesis Submission & Examination

Submission Requirements

Please read the information on the Doctoral College website alongside the information below.

Word limits:

- PhD: 80,000 words maximum, exclusive of appendices (max 5,000 words), footnotes, tables and bibliography.
- EdD: 50,000 words maximum, exclusive of appendices, footnotes, tables and bibliography.
- MA by Research: 40,000 words maximum, exclusive of appendices, footnotes, tables and bibliography.

There are clear guidelines for the layout and presentation of the thesis, including the title page, table of contents, acknowledgements declaration, and inclusion of material from a prior thesis if applicable.

Education Studies uses the Harvard Referencing system — see the Library website for guidance.

Early Submission: If you wish to submit more than one month before the end of your fee-paying registration (three years FT, five years PT), you need to complete an additional form — available from the Doctoral College.

Following a successful examination (once your examiners have recommended the award of a degree and you have completed any corrections to their satisfaction), you need to submit a final version of your thesis to the Doctoral College. See the Doctoral College website for more information.

Appointment of 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, EdD) 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.

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.

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

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.

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.

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.

M. Resources & Facilities

Workspaces

The Centre of Education Studies is situated in the Social Sciences Building (F5). PGR students have access to departmental workspaces. Your ID card should give you access to the work rooms. 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.

The Wolfson Research Exchange (REx) is a space for all Warwick researchers, accessible 24/7 for study and group work. It provides a forum for interdisciplinary collaboration and regularly hosts events. Facilities include quieter and collaborative study areas, networked computers, a small kitchen with complimentary tea, coffee and sugar, and two seminar rooms bookable by researchers. The REx is located in the Library on the Floor 3 extension and accessed using your University ID card. If you need to enter without card access, please speak to Library staff at the Helpdesk on Floor 1. To arrange a research-led event, email library@warwick.ac.uk.

The PG Hub is a peer-led collaborative community space for all postgraduates, located on Floor 2 of the Junction building, accessible by card access only. It has facilities for independent and group study, presentations, meetings and workshops, as well as an informal relaxation room. Every Tuesday from 3–4pm, the Library runs PG Tips — an event with weekly themes, free refreshments, and space to discuss postgraduate life.

Library and Research Resources

The Library has a designated Academic Support Librarian (ASL) for each academic department. The Education Studies Librarian is Christine Bradford who will be happy to answer individual queries.

Regular news and updates can be found via the Library's homepage, Facebook pages (@WarwickUniLibrary) and its Twitter/I Instagram account (@warwicklibrary).

The Library manages the learning and teaching spaces from which skills enhancement and community engagement programmes are run:

- The Learning Grid, University House
- The Learning Grid Rootes
- Modern Records Centre
- Wolfson Research Exchange (see below)

More on the Library's community engagement wellbeing services for students can be found on their Library Community webpages.

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/services/togetheratwarwick

N. Community, Culture & Expectations

Departmental Research Culture

We are proud of the inclusive and welcoming ethos of the Centre of Education Studies. We want to support our students and each other to become critical thinkers and collaborative yet independent researchers.

Research Seminars

Education Studies holds research seminars throughout the year and students are encouraged to be proactive and attend as many as possible. If you have ideas for events and would like to co-organise an event, this is also welcome. You will be notified of these events as they are arranged. Please contact seminar series convenor Dr Nomisha Kurian (Nomisha-Chandran.Kurian@warwick.ac.uk) with any questions or suggestions

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.

Teaching Experience for PGR Students

During the academic year, there are a number of opportunities to gain teaching and supervision experience. For example, in recent years, opportunities have included:

Paid Graduate Teaching Assistant (GTA) roles, primarily as teaching assistants, seminar leads and PGT dissertation supervisors. In addition, there have been Enhancement Tutor roles available to offer UG and PGT students individual support with academic skills.

Teaching experience scheme: where students apply to deliver a guest session on a module in the Centre.

Preparing to Teach in Higher Education: this session, offered by the Academic Development Centre, providing an introduction to the core skills and techniques that promote active, student-centred learning in the higher education environment.

Information about all of these opportunities will be circulated to students via email/Moodle message.

Expectations and Responsibilities

We will:

- Welcome you to the course and to the Centre and strive to make the Centre a welcoming and respectful environment for everyone.
- Support your academic and professional development, and provide you with a high-quality teaching, learning and research environment. Taught sessions will be well prepared with lots of opportunities to participate.
- Provide detailed and constructive feedback on your work.

- Care about your wellbeing and provide a supportive environment in which you can seek help and guidance.
- Be accessible and responsive. You will know how to contact academic and administrative staff and we will aim to respond as quickly as possible.
- Work in partnership with the student community – we will ask for your feedback on aspects of your course and the Centre, we will act on this where possible, and we'll work with you to make positive changes in response to your feedback.

Your responsibilities to each other and the Centre:

- Follow University, School and Centre guidance and regulations. These are designed to ensure an appropriate learning environment for everyone, and to ensure that students engage with their course of study and succeed.
- Attend all timetabled sessions and let the module lead know if you are unable to attend. Please see Section H of the handbook for further information on attendance requirements and monitoring points.
- Fully with your research programme, attend supervision meetings and required training, and maintain regular communication with their supervisory team and the PGR Office.
- Attend all meetings with your personal tutor and let them know if you are unable to attend a scheduled meeting.
- Keep on track with your progress, except where you are unable to because of unexpected and/or challenging circumstances. Please see Section E section of the handbook for further information on timelines and expectations.
- Be prepared for and participate in taught sessions and supervision meetings – do any reading or other work required before taught sessions and supervisions and make an active effort to contribute to sessions.
- Let us know if you do not understand something or need further information.
- Be supportive of other students on your course. Everyone has different experiences, perspectives and strengths, and brings their own valuable contributions.
- Consider and reflect on the feedback that you receive from academic staff carefully. This will really help you with writing in the future.
- Reflect on the learning environment – you will find that Education Studies staff will encourage you to be part of an ongoing conversation about creating an effective, collaborative and inclusive learning community for one another. You are also encouraged to talk to your Student-Staff Liaison Committee (SSLC) reps, your Directors of Study, and the Director of Student Experience (DSEP) and External Engagement and Student Experience team about how it feels to be a member of the Education Studies community.
- Seek support when you feel you need it from the Centre, School and wider University, for example, your Supervisor, Personal Tutor or Senior Tutor, Student Experience Team, Students' Union, Wellbeing Support Services.

Our shared responsibilities:

- To treat everyone with dignity, respect and courtesy.
- To value the diversity and the contribution of everyone in the community.
- To collectively create a course community based on shared values and mutual support.
- To advance excellence in Education Studies in all its forms, in research, policy and practice, as applicable to our academic area and role.

Social Inclusion

We are committed to working towards a supportive, accessible and inclusive environment. We believe that every individual in our 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, gender, sexual orientation, marriage or civil partnership and pregnancy or parental or carer status. We value our diverse and international community, and the pursuit and dissemination of knowledge and research with real impact.

We are delighted that the Centre achieved an Athena Swan Bronze Award in 2022. Athena Swan is a framework to support and transform gender equality within higher education and research.

Please take some time to read through the University's Values which are a clear set of expectations of all members of the University community.

We ask all of our students to do the following:

- Complete a short Moodle course on the Warwick Values (this is part of the enrolment process).
- Attend two compulsory interactive workshops on Intercultural Awareness in Term 1 – the first is an Introduction to Intercultural Awareness and the second focuses on Working Together in Multicultural Teams. These are important in supporting everyone to work well together and get the best from their studies. In 2023/24, students described these workshops as interesting, fun, informative, friendly and engaging.
- Attend an Active Bystander workshop - you'll find out more about the dates of these during Welcome Week.

Members of the Warwick community who experience sexual misconduct, bullying and harassment, discrimination, or hate incidents or hate crime, can report this via the Report and Support platform. A trained Student Liaison Officer will respond within two University working days to offer confidential advice about both reporting and support options.

The University has a Social Inclusion Team which works to develop and improve social inclusion and widening participation at Warwick. You can find lots of information on the website about the University's Social Inclusion Strategy, the work that the team does, and the University's Social Inclusion Taskforces.

Warwick also has a number of social inclusion awards and accreditations including a Bronze Disability Smart Award, a Silver Athena Swan Award, a Gold Award in the Stonewall Workplace Equality Index, a Bronze Race Equality Charter Award, and it is also a University of Sanctuary.

The Students' Union has a number of Associations and Community Hubs which represent and support specific communities of students at Warwick. They are:

- Trans Students' Community Hub
- Disabled Students' Community Hub
- Ethnic Minorities' Community Hub
- The Women's Association
- The Widening Participation Students' Association
- Parent and Carers' Community Hub

O. Student Voice & Representation, Feedback & Complaints

Postgraduate Research Student–Staff Liaison Committee (PGR 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 Education Studies representatives on the SELCS PGR SSLC are Fatemeh Azimitaraghdari (fatemeh.azimitaraghdari@warwick.ac.uk), Haneen Jadallah (Haneen.Jadallah@warwick.ac.uk) and Jenna Nilson (Jenna.Nilson@warwick.ac.uk) and you are welcome to get in touch with them to 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

Please see the Students' Union pages for further information on SSLCs.

Feedback and Complaints

There will be lots of opportunities to provide feedback during your course, including formally via the Postgraduate Research Experience Survey (PRES), and the PGR SSLC. You will also of course have many informal opportunities to give your thoughts and ideas to staff in the Centre. If you wish to discuss a personal concern, then your first contact should be with your supervisor/s, personal tutor, PGR Office team, the PGR Lead, or the Student Experience Team. If you are still not satisfied, then you may wish to approach the Centre Senior Tutor, the Operations Manager (Research and PGR), SELCS Director of PGRor the Head of Centre.

Whichever method you choose, please raise any questions, ideas or concerns you have as this means staff can quickly consider them and take action if that is possible and in the interests of the programme and/or other students.

Students can submit formal feedback or a complaint directly to the University. Full details of the University's complaints procedure can be found at Feedback and Complaints - University of Warwick.

P. Appendices / Reference Information

Note: See also the University Appendix B Handbook Template 2026–27 for the standard institutional information required in all department handbooks: https://warwick.ac.uk/services/aro/dar/quality/categories/infostudes/appendix-b-handbook-template-2026-27.docx

Regulations

- Regulation 38 (Research Degrees): https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg38pgr/
- Regulation 11 (Academic Integrity): https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity
- Regulation 36 Student Registration, Attendance and Progress: https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/

Forms

The following forms are available from the PGR Office (SELCSResearchandPGR@warwick.ac.uk) or via the links below:

- Annual Review Form
- Authorised Absence (for students with student visas)
- Conference and Development Funding Application Form
- Ethical Approval Form
- Ethical approval form for desk-based/theoretical studies (i.e. no direct data collection from human/live participants)
- Extension to Registration Request
- Request a Certificate of Status
- Forms for the Submission of a Thesis (including early submission)
- Research Training Support Grant (RTSG) fund request form
- Upgrade student cover sheet (course start date BEFORE Oct 2021)
- Upgrade student cover sheet (course start date ON OR AFTER Oct 2021)
- Withdrawal from your Course

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)