CENTRE FOR LIFELONG LEARNING

STUDENT HANDBOOK 26/27

BA(Hons) Child and Family: Mental Health



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Welcome to CLL

Welcome to the Centre for Lifelong Learning. I am delighted that you have chosen to study with us.

The CLL Course Handbook is your guide for everything you need to know while you're with us, what to expect, where to go for help, and how to make the most of your time here.

Our team is here to support you, whether you need advice, someone to talk to, or just help finding your way around. Don’t hesitate to get in touch. We want your experience to be positive, productive, and, most importantly, enjoyable.

Wishing you a great year ahead!

Dr Nalita James

Head of Centre



Start Here

This handbook contains lots of vital information to help you with your student experience. It covers the help and support you can receive to support your academic achievements and any personal issues you may face during your studies. It also includes important information on the policies and procedures that help organise (and also govern) your student experience.

Please refer to the handbook throughout your studies with us – it'll help to answer a lot of the questions you may have and find the support that you need.

We wish the very best for your time with us.

About the Centre for Lifelong Learning



At the Centre for Lifelong Learning, we are committed to fostering a culture of continuous growth, personal development, and lifelong learning. Situated within the vibrant academic community of Warwick University, our centre serves as a beacon of knowledge, offering a diverse range of opportunities for learners of all ages and backgrounds. As a part of Warwick University, a globally renowned institution, we strive to uphold the university's values of excellence, innovation, and community engagement.

Our mission is to provide a supportive and inclusive environment where individuals can embark on transformative learning journeys at any stage of their lives. Whether you're looking to enhance your career prospects, delve into new fields of interest, or simply indulge your curiosity, our programs are designed to cater to a wide spectrum of learning aspirations.

Our diverse portfolio of courses spans various disciplines. With flexible learning formats that include in-person classes, online modules, and hybrid options, we cater to the needs of modern learners, making education accessible and adaptable to various lifestyles.

Whether you're an aspiring learner seeking personal enrichment or a seasoned professional aiming to upskill, the Centre for Lifelong Learning at Warwick University welcomes you to join us on an enriching journey of discovery and growth. Together, let's embrace the joy of lifelong learning and unlock new horizons of knowledge and opportunity.

Our location and contact details

Centre For Lifelong Learning

University of Warwick

Westwood Campus

Coventry

CV4 8UW

Reception is located on the ground floor of the CLL building – open from 9am to 4pm

General reception number: +44 (0)24 7652 4617

Student Administration Team: +44 (0)24 7652 4922

General E-mail: cll@warwick.ac.uk

Course Admin: earlychildhood@warwick.ac.uk

Being part of our community: values and responsibilities

At Warwick, we believe that every individual in our university community should be treated with dignity and respect and be part of a working and learning environment that is free from barriers, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage or civil partnership, and pregnancy or maternity status. We value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact.

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

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

We place great importance on the responsible behaviour of both our students and staff. 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.

What does this mean for you?

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

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

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

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

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

My Warwick, students' 'go to' for all info, it includes links to ordinances and regulations that you need to be aware of, including examinations, cheating, use of computing facilities, and behaviour.

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

In addition, you'll need to complete the Warwick Values' Moodle module to help you explore these issues in more depth.

Key Departmental Contacts

CLL has multiple teams of professionals who are here to assist and support you every step of the way. Below you will find just a few of the individuals you might find particularly useful as you start your learning journey with us. These dedicated individuals are here to ensure that your time at CLL is not only enriching but also filled with valuable guidance and support.

Anil Awesti

Associate Professor and Senior Tutor

a.k.awesti@warwick.ac.uk

As Senior Tutor, Anil can provide confidential advice and support regarding your studies, extensions, mitigating circumstances and general welfare support

John Gough

Associate Professor and Director of Student Experience and Progression

CLL's Disabled Students' Champion

John.Gough@warwick.ac.uk

John works alongside Anil to develop CLL's student experience. In addition, he works with tutors and professional services staff to provide an accessible teaching and learning environment for our disabled students and those with additional learning needs.

Charlotte Jones

Associate Professor and Director of Academic Studies

Charlotte has oversight of our UG and PG courses and works closely with course teams to develop the quality and inclusivity of our programmes.

Charlotte.E.Jones@warwick.ac.uk

Nalita James

Head of Centre

Nalita.James@warwick.ac.uk

Getting started!

First things first – enrolment, IT, and your timetable

Username and password

By now, you should have

- ✓ Received your username and password
- ✓ Created a university account with IT services
- ? You may need to set up a way of authenticating your log-ins, e.g., by using a text to your phone

E-mail, Office 365 and your computer

- ➢ Tutors, the administration team, Tabula (see below) and university services will e-mail you using your Warwick e-mail account.
- ! **You MUST, MUST, MUST check this regularly as information about your assignments, any extensions you ask for, and other vital communications will land in your Warwick e-mail inbox**
- ➢ If you use other e-mails, like Gmail, explore how the two can link
- ➢ A quick way to get into your e-mail is to go the Warwick home page warwick.ac.uk and then sign in using the link at the top right of the screen
- ➢ You may need to authenticate your ID using the authentication process you have chosen when setting up your IT account
- ➢ Then, click More Links for a drop down menu which includes staff/student e-mail
- ➢ You may need to authenticate this on the first time you log in (and bear in mind you might need to use you unumber@live.warwick.ac.uk – the 'live' bit will allow you to access Office360 more generally)
- ➢ On the left hand of the screen, you will see icons for the university's Office360; click these to use them as needed

Good To Know

- ➢ The Warwick homepage above is a good way of navigating your way to other services like the library, Moodle, and My Warwick. Explore the links to find out more
- ➢ Check out IT services https://warwick.ac.uk/services/idg/services-support/

A word about your laptop or computer

We're not in the business of telling you how to choose a computer…BUT here are some tips to bear in mind

- ➢ Make sure the computer you use has a decent RAM and processor – if you are not sure, ask IT services for help
- ➢ Use a recognised security system, e.g., Norton, Windows Defender etc

- ➢ Back up your work – a suggestion is to use your Warwick's One Drive allocation
- ! **You MUST follow the IT protocols that you signed up when registering your account**

Welcome and Induction

- In CLL, your course team will organise a programme of course-specific induction activities for you that will be communicated to you before you arrive
- The activities are essential and will cover your course, modules, timetable, assessments and other key information, e.g., any professional body requirements
- In addition, there is a central **university Welcome Week** which you are also more than welcome to take part in – check out https://warwick.ac.uk/students/welcome/whenyougethere/welcomeweek/

Next – your personal and course tutors; your timetable; assignments; submitting work; main learning resources

Make friends with Tabula (tabula.warwick.ac.uk or through the links on the university's homepage)

- ➢ Tabula is THE key website for information about your study
- ➢ Here you should see your timetable and the modules on which you are registered
- ➢ Click the links to find out more, e.g., clicking the modules' titles will give details about the assessment and the deadline
- ➢ You will also see who your personal tutor is and their contact details
- ➢ Any issues then e-mail our administration team on Cllundergraduate@warwick.ac.uk if you are an undergraduate; or career.studies@warwick.ac.uk for Career Studies courses; or counsellingcourses@warwick.ac.uk for UG and PG counselling courses earlychildhood@warwick.ac.uk for Child and Family courses.
- ➢ When submitting work, use the submission links that appear in Tabula
- ➢ Make sure you have followed the assignment instructions on the relevant module
- ➢ See later for any issues associated with submitting work, e.g., the need for extensions
- ! *Bear in mind the use of generative large language models, otherwise known as generative AI, with specific brands, e.g., ChatGPT – this will be covered later in the handbook*

Learning Materials: Moodle

Make friends with Moodle (moodle.warwick.ac.uk or through the links on the university homepage)

- Your course tutors will have produced learning materials in Moodle on a module-by-module basis
- The content, style and interactivity will vary from course to course and so check it as early as possible
- Your tutors will advise you on the way Moodle will be used on your course
- If you can't see Modules listed on your Moodle dashboard then contact the relevant administration teams' e-mails listed above

Good to know

A key point is that each module will have a link to an electronic reading list and resources – see below for the library resources

The Library

It might be obvious to say, but the Library is central to your study alongside your course. Its physical and on-line resources are VERY extensive and MUST be the first place you try, rather than the internet such as Google Scholar (though this resource can sometimes be helpful).

Key features:

- The Library's building is in the centre of the campus, with extensive study spaces, learning resources and much more. The IT Help Desk is based here, too. In addition, there is a café there serving a wide range of food throughout the day.
- Its on-line catalogue search is the main gateway to an incredible range of electronic resources, including e-books, journals, articles and so on. Tutors and library staff, including our Academic Librarian (see below) can help you to make the best of this resource
- As mentioned, each module will have a reading list (a Talis reading list) with links to e-books, journals and articles, as well as websites. Tutors and library staff will have done the hard work for you in compiling these lists and so use them first!
- In addition, Talis Aspire can also help you manage your references' list – very important particularly for Masters and PhD students

See the links to the guides below:

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

We also have a dedicated librarian – Christine Bradford on C.Bradford@warwick.ac.uk. You can contact her with any queries that aren't answered by the link above.

Course information

Core modules:

Code	Title	Level	Year	Credits
CE1F7	Foundations of Wellbeing	4	1	30
CE1FA	Individual and Community Lifespan Development	4	1	30
CE1F8	Health and Welfare Policy Making and Service Delivery	4	1	30
CE1F9	Early Intervention and Holistic Care	4	2	30
CE2A6	Evidence-Based Practice for Child and Family Support	5	2	30
CE2A2	Integrated Positive Practice in Mental Health and Wellbeing	5	2	30
CE2A3	Developing Trauma-Informed Practice with Families	5	3	30
CE360	Leadership in Strengths-Based, Family-Focused Practice	6	3	30
CE361	Research Design, Practice and Ethics	6	4	30
CE359	Investigating Child and Family Health and Wellbeing	6	4	60

Option modules – term 2 of year 3:

Code	Title	Level	Year	Credits
CE274	Safety and Risk in Early Learning Spaces	5	3	30
CE2A4	Global Perspectives of Mental Health	5	3	30

Guidance on module selection

Guidance on Module Selection Students take a maximum of three modules per year but must complete the course within six years. You will have the choice of two option modules in year three and we would advise that you speak to your personal tutor before making your selection. Module descriptors can also be found on the University module catalogue. Most UK universities refer to credits as CATS (Credit Accumulation and Transfer Scheme), and so a 30 credits module will often be referred to as a 30 CATS module.

Guidance on Module Selection Students take a maximum of three modules per year but must complete the course within six years. You will have the choice of two option modules in year three and we would advise that you speak to your personal tutor before making your selection. Module descriptors can also be found on the University module catalogue. Most UK universities refer to credits as CATS (Credit Accumulation and Transfer Scheme), and so a 30 credits module will often be referred to as a 30 CATS module.

Additional requirements

You will be encouraged to refer to your own practice to help you to contextualise your learning and build up your knowledge and understanding of the child and family. Throughout the course you will be encouraged and supported to make links between relevant theory, research, policy and practice. You will reflect on how your academic learning connects with your work in a professional, voluntary or personal capacity.

Required credits and weightings by year:

Year	Number of	Level
Year One	90	4
Year Two	90	4 and 5
Year Three	90	5 and 6
Year Four	90	6

Sub-qualifications and exit awards:

If you wish to exit the degree early and have taken 120 credits, successfully completing modules equating to 90 credits at level 4, the Centre will recommend you be awarded a Certificate in Higher Education.

If you wish to exit the degree early and have taken modules equating to 240 credits, successfully completing modules equating to 90 credits at level 4 and 90 credits at level 5, the Centre will recommend you be awarded a Diploma in Higher Education.

If you wish to exit the degree early and have taken modules equating to 120 at level 4 and 5, and 60 at level 6, the Centre will recommend you be awarded an ordinary Degree in Higher Education.

If you are considering exiting your degree early, please speak to your Personal Tutor and/or a member of the course team at the earliest opportunity.

Course Delivery

Term Dates:

Term 1 - starts w/c 05/10/2026 - ends w/c 07/12/2026

Term 2 - starts w/c 11/01/2027 - ends w/c 08/03/2027

Term 3 - starts w/c 15/03/2027 - ends w/c 07/06/2027

Attendance:

The modules are delivered live online through Microsoft Teams during the weekly sessions on Tuesday's from 6.00pm-9.00pm. Plus on Saturday 5th December, 2026, 6th February, 2027, 13th March, 2026 and 15th May, 2027.

Saturday School is an opportunity to engage in blended face to face delivery or asynchronous learning.

Assessment

General details:

Assessment conventions describe the requirements for progression, award and classification. The set of assessment conventions that applies depends on the student's year of entry to their course.

The assessment conventions for students entering in 20/21 or earlier are described in progression requirements, degree classification rules and / or requirements for postgraduate taught awards.

The assessment conventions for students entering in 21/22 or later are described in the Rules for Award

All entry year versions of Rules for Award were reworded for the 25/26 academic year to make the requirements clearer and easier to find. The rewording does not change the principles and is intended to be non-detrimental. However, the original wording is available to view and any student who believes that they have been negatively impacted by the change should contact their home department.

The Course Specification details additional requirements with regard to required core modules and PSRB requirements that must be met in addition to this.

Course specific information:

Assessment submission deadlines are made available on Tabula and in module handbooks which are available through Moodle on each module Moodle page.

Marking Criteria is as follows:

Marking Criteria – 20-point scale for Early Childhood, 2+2 and Social Studies

Class	Scale	Mark	Comprehension	Analysis	Critique	Presentation	University Descriptor	Department Descriptor
First	**Excellent 1st**	100	Work of original and exceptional quality which merits special recognition by the award of the highest possible mark.	Presents an exceptional and highly mature answer with full, accurate and original development of concepts and theories.	Understands and evaluates a range of complex, relevant arguments, debates and/or interpretations in a manner that demonstrates a highly developed capacity for originality and independent thought.	Provides an exceptionally fluent and well-structured deployment of techniques of academic writing. Writes economically and engagingly with meticulous attention to audience needs. Work of publishable standard.	Work of original and exceptional quality which in the examiners' judgement merits special recognition by the award of the highest possible mark.	Evidence of sustained independent and original thinking. Exceptional capacity to apply this relevantly to practice, and to personal and professional development. Highly sophisticated level of critical analysis and reflection demonstrated throughout, expressed with clarity, accuracy and impeccable presentation skills. Heightened awareness of personal responsibility and professional codes of conduct with critical ethical dimension applied. Highly skilled use of academic conventions, including referencing. Excellent, fully accurate

								expression. Work of publishable quality in peer-reviewed outlets.
	Excellent 1st	94	Demonstrates exceptional knowledge and thoroughly assimilated understanding of the subject matter including, where appropriate, methodological, technical and scholarship skills	Demonstrates exceptional analysis of range of complex issues, with arguments succinctly and clearly developed.	Understands and evaluates relevant arguments, debates and/or interpretations in a manner that demonstrates a highly developed capacity for originality and independent thought.	Provides an exceptionally fluent and well-structured deployment of techniques of academic writing. Writes economically and engagingly with close attention to audience needs. Work could be developed for publication.	Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. At final-year level: work may achieve or be close to publishable standard.	Exemplary evaluation, critique, and presentation that demonstrates comprehension of the subject matter which is beyond expectations for work at this level. Original thinking and an outstanding capacity to apply this relevantly to practice, and to personal and professional development. Evidence of a sophisticated level of critical analysis and reflection. Excellent awareness of personal responsibility and professional codes of conduct with critical ethical dimension applied. Understanding conveyed clearly, accurately and presented

								to an excellent standard which is of potentially publishable quality in peer-reviewed outlets. Excellent organisation of work.
	High 1st **Upper Mid 1st** **Lower Mid 1st** **Low 1st**	88 82 78 74	Very high quality work, demonstrating excellent command of the subject matter including, where appropriate, methodological, technical and scholarship skills.	Presents a tightly-focused, relevant and well-structured answer with full and accurate development of concepts/theories, and excellent use of evidence.	Understands and evaluates relevant arguments, debates and/or interpretations in a manner that demonstrates a developed capacity for independent thought. This may amount to an extension of existing arguments, debates and /or interpretations.	Provides a thorough and consistent deployment of techniques of academic writing with particular reference to structure, referencing/sourcing and spelling/grammar.	Very high quality work demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.	Outstanding evaluation, critique, and presentation that demonstrates broad and deep knowledge and understanding of the subject matter. Highly nuanced awareness and understanding of relevant arguments and debates articulated very clearly. Original thought and excellent application of this to practice, and to personal and professional development. Astute relation of theory to practice, policy and/or research. Excellent awareness of personal responsibility and professional codes of

								conduct with critical ethical dimension applied. Work presented to a very high standard of clarity, accuracy and organisation, and may offer new insights into current theoretical and professional debates.
2:1	**High 2.1** **Mid 2.1** **Low 2.1**	68 65 62	High quality work, demonstrating good appreciation of the subject matter including, where appropriate, methodological, technical and scholarship skills.	Presents a coherent and closely-argued answer with good structure, accurate use of concepts/theories, and good use of evidence.	Understands and evaluates relevant arguments, debates and/or interpretations in a manner that demonstrates some capacity for independent thought.	Provides good deployment of techniques of academic writing with particular reference to structure, referencing/sourcing and spelling/grammar.	High quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.	Strong evaluation, critique, and presentation that demonstrates comprehension of the subject matter and an ability to engage effectively with this. Nuanced awareness and understanding of relevant arguments and debates. Elements of original thought and skilled application of subject to practice, and to personal and professional development. Good awareness of the wider social and environmental

								implications of area of study and ability to debate issues in relation to ethical perspectives. Skilled use of academic conventions, including referencing. Work is well organised and clear, offering interesting and relevant insights into current theoretical and professional debates.
2:2	**High 2.2** **Mid 2.2** **Low 2.2**	58 55 52	Competent work, demonstrating an understanding of core aspects of the subject matter including, where appropriate, methodological, technical and scholarship skills.	Presents a competent answer to the question, taking into account appropriate structure, development of concepts/theories and reasonable use of evidence.	Reproduces relevant arguments, debates and/or interpretations with understanding and to a competent standard.	Acknowledges and employs techniques of academic writing with particular reference to structure, referencing/sourcing and spelling/grammar.	Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation and appropriate skills.	Competent work which demonstrates reasonable knowledge and understanding with no major misunderstandings of key concepts. Application of this to practice, and to personal and professional development. Some awareness, evaluation and understanding of relevant arguments, theories and debates. Some good elements of

								critical analysis and reflection, and skilled application. Awareness of the wider social and environmental implications of area of study and ability to debate issues in relation to ethical perspectives. Competent, fluent, grammatically accurate and coherently organised work.
Third	**High 3rd** **Mid 3rd** **Low 3rd**	48 45 42	Work of limited quality, demonstrating some familiarity with the subject matter including, where appropriate, methodological, technical and scholarship issues.	Shows limited understanding of the question with some structure, knowledge of concepts/theories and use of evidence.	Demonstrates limited awareness of relevant arguments, debates, and/or interpretations.	Shows limited awareness of techniques of academic writing with particular reference to structure, referencing/sourcing and spelling/grammar.	Work of limited quality, demonstrating some relevant knowledge and understanding.	Adequate knowledge and understanding of subject. Application of this to practice, and to personal and professional development. Limited reading. Some awareness, evaluation and understanding of relevant concepts and debates. Critical analysis and reflection inconsistently evident. Some awareness of

								ethical issues in current areas of study and ability to discuss these in relation to personal beliefs and values. Presentation is not consistently clear or organised. Lack of clarity and poor presentation. Some grammatical errors.
Fail	**High Fail (sub Honours** **Fail** **Low Fail**	38 32 25 12	Work that does not meet the standard required, showing limited familiarity with the subject matter and showing insufficient grasp, where appropriate, of methodological, technical and scholarship skills.	Demonstrates a poor grasp of the question with loose structure, little knowledge of concepts/theories and inadequate use of evidence.	Demonstrates little awareness of relevant arguments, debates, and/or interpretations.	Provides a poor demonstration of techniques of academic writing with particular reference to structure, referencing/sourcing and spelling/grammar.	Work does not meet standards required for the appropriate stage of an Honours degree. Evidence of study and demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to	Inadequate knowledge and understanding of major concepts and unsatisfactory application of this to practice, and to personal and professional development. Critical analysis and reflection barely evident. Poor organisation. Largely incoherent, under-developed and disjointed with no synthesis of ideas and lacking critical analysis. Limited consideration of ethical

							significant omissions and errors.	issues in relation to their area of study. A significant number of grammatical errors.
Zero	**Zero**	0	Work of no merit OR absent, work not submitted, penalty in some misconduct cases					

Academic Integrity – your must be produced by you. Check this link and further details in the policies and procedures' section of this handbook.

Extension requests

Check the details contained in the Help and Support section next. If you need to apply for an extension to your assessment deadline then you can review the departmental guidance on this on our webpages. If you do not apply for an extension, you may incur late submission penalties up to 5% for each full day your assessment is late beyond the deadline. Remember that extensions must be applied for more than three days before your deadline.

Late submission penalties

You may incur late submission penalties up to 5% for each full day your assessment is late beyond the deadline**.**

Assessment, Feedback and Results

Release of marks and feedback - Work is marked, moderated and returned to students usually within 20 working days, except for dissertations

Much of the information on assessment and feedback are provided above. All initial marks received by students are provisional. The Exam Board for our courses normally meets in June and November each year. At these meetings we confirm module marks and agree which awards should be given (i.e. a postgraduate award, postgraduate certificate, postgraduate diploma or masters) and at what level (pass, merit or distinction). These decisions are then ratified by the University senate.

Resit/remedying failure.

If a mark of lower than 40% is presented to the exam board, students are normally given one resubmission opportunity to remedy the failure of a module. This resubmission is usually capped at 50%. If the exam board accepts your mitigating circumstances they may grant you a 'further first attempt' and the mark will be uncapped. Decisions rest upon the mitigating circumstances policy and the CLL mitigating circumstances panel which sits shortly before each Exam Board. Guidance for students on mitigating circumstances is available.

Supporting students to succeed

Information and guidance on mitigating circumstances, deferral of assessments, reasonable adjustments, self-certification and temporary withdrawal are provided on the Supporting Students to Succeed webpages. There are local arrangements to adhere to which can be viewed via the CLL Webpages and the Career Studies and Coaching Programme course hub on Moodle.

Maximum periods of study

Students have maximum periods of study as stipulated in the course specification details above. These may be extended under particular circumstances such as if

temporary withdrawal has been taken or if there are particular personal circumstances. Please keep in contact with your Personal Tutor if you are concerned that you may not complete within your maximum study period.

Additional costs

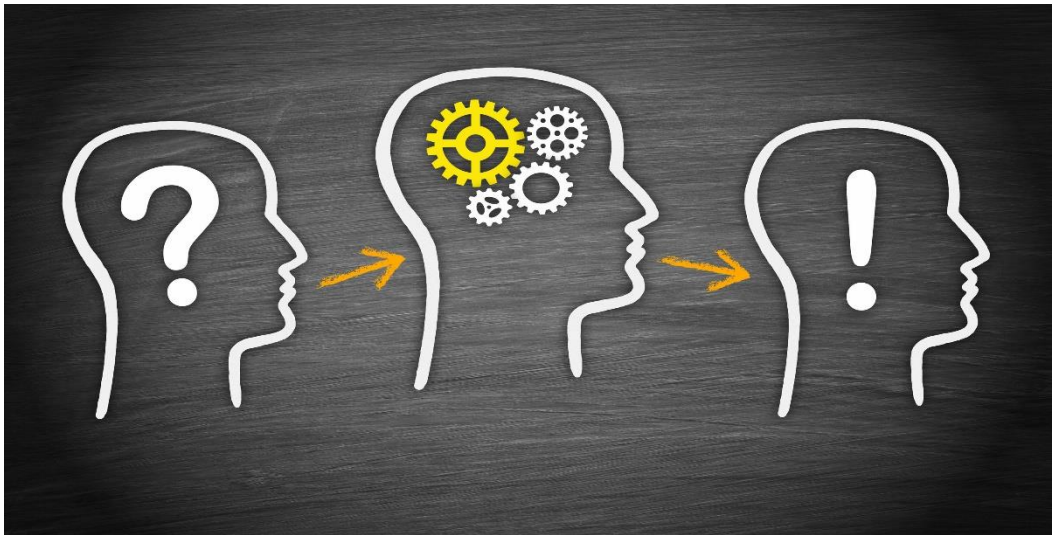
Information on additional course costs (and guidance on how to limit those)

Books: It is assumed there will be one mandatory textbook per module; whilst you may want to have personal copies of the textbooks there is no requirement to purchase them as copies will be available in the library and online.

Car Parking: If you are attending a class by car at the university, you will have to pay car parking fees. Information on the charges applied can be found here.

Printing costs: Course resources are generally provided electronically, therefore if you wish to have a hard copy there will be a charge if printing is carried out on a university printer

Help and Support



University life can be stressful, especially if you have a lot of other priorities to juggle, such as a job and home responsibilities. Some students have disabilities or additional learning neds which may need further support. We've outlined the resources that are available to provide help and support when you need help with your studies or with more personal issues.

Support for your Studies

Personal Tutor (and module tutors)

You will have a personal tutor and their details will appear on Tabula. You should be made aware of who your tutor is during the course induction. Your tutor can help in the following ways:

- Often as a first point of contact if you have any issues or queries about your studies (though do contact the administration team if you have any questions about the set up of your study)
- They will also be keen to find out how you are getting on generally with your course
- They can refer you to other services as needed, and stay in touch if you need more involved support
- They may also be able to help with specific course content or assignment questions, or refer you to the appropriate module leader as needed
- In addition, they can write references for jobs, internships and similar – though make sure you contact them in advance of including their details on any applications or similar
- You would make contact with tutor around two to three times during the academic year, but if you do need more support then that will be available.

- Your personal tutor will advise you on the best ways of contacting them; but the main way is by university e-mail; and your tutor's contact details are on Tabula under your personal tutor section.
- In addition, the Dean of Students Office is another source of help and support – please see the link here: Dean of Students Office

Senior Tutor

- The Senior Tutor offers more involved support to students who have more complex needs and issues, and therefore need more involved and continuing support
- They are also particularly concerned with students whose attendance and engagement are causing concern; and will work to ensure that the student gets back on track or decides on another option, e.g., temporarily withdrawal.
- In addition, they liaise closely with central student support services, such as disability services and wellbeing services
- Contact Anil Awesti on a.k.awesti@warwick.ac.uk

Study Support Services

- The Senior Tutor, alongside the Director for Student Experience and Progression, can also provide and signpost students to study support resources to help you to develop your academic skills.
- We have study support resources and links on CLL Moodle's page here: https://warwick.ac.uk/study/cll/currentstudents/learningspace/
- In addition, the Library's website also has extensive study resources here: https://warwick.ac.uk/services/library/students/library-online-courses/
- Module tutors may also be able to check drafts of your work (they will confirm the extent to which they can do this) – for those on taught postgraduate programmes (PGT) then tutors usually offer more detailed guidance on your dissertations

Support for disabled students

- In the next main section, 'Support for Well-Being and the Student Experience', there is further information about the service. A great place to start if you haven't already is here: https://warwick.ac.uk/services/wss/students/disability/
- If you have declared your disability, and have contacted the service to arrange support, the team will share an 'adjustment report' with the Director of Student Experience and Progression, who will ensure that the report is distributed to relevant staff
- We'd strongly recommend that you also meet your personal tutor to discuss the specifics of your needs, particularly in relation to your course
- You can also meet with the Senior Tutor, Anil Awesti, if you want to discuss particular needs or issues ahead of meeting your personal tutor and/or the course tutors

- If you haven't been in touch with the service, and don't wish to, you can still discuss your needs with Anil Awesti
- Check out the library services' link https://warwick.ac.uk/services/library/ as the staff there are keen to help students with disabilities and learning needs.

Language support for international students

- For further support, try this link: , In-Sessional English at Warwick

Policies and Procedures to help you stay on track

Checking on progress: attendance and engagement monitoring

- We also check students' attendance and engagement with their course – this isn't meant to be intrusive, since we find that contacting students if there are early signs of issues can help to nip more serious problems in the bud
- This is done by completing registers for in-person teaching, and for some on-line sessions
- For blended learning courses, we'll also check to see how extensively students are using on-line resources
- For some courses with professional body requirements, you may need to meet a minimum attendance requirement – the course teams will advise you on this point
- If there are issues, then your personal tutor and/or the senior tutor will make contact with you
- **Do ask for help before problems become more serious**

Attendance: and what to do if you are unavoidably absent

- We recognise that students may not be able to attend taught sessions due to illness or other issues that are outside of their control.
- Please let us know as soon as possible if you are not able to attend. You can do this by contacting the following:
    - Cllundergraduate@warwick.ac.uk if you are an undergraduate; or career.studies@warwick.ac.uk for Career Studies courses; or counsellingcourses@warwick.ac.uk for UG and PG counselling courses earlychildhood@warwick.ac.uk for Child and Family courses.
- For those on the **social work course**, then follow the requirements set out in their particular course handbook.
- It can also be helpful to let the course or module tutor know that you are unable to attend, since they can mark your attendance record as 'authorised absence'.
- If you don't let us know, then we may have to mark your attendance record as 'unauthorised absence'; this may have consequences for you if you are on a course with a minimum attendance requirement.
- In some circumstances, where a student's attendance and engagement cause significant concern, e.g., where a student is absent from class for five weeks, or

misses eight monitoring points, and where we haven't been notified of any mitigating issues, then we may require the student to withdraw (as per Regulation 36 Reg. 36 Student Registration, Attendance and Progress

- Our aim is to be supportive as possible, but we must stress the value of regular attendance and engagement with your studies
- If circumstances are difficult, or very personal, you can contact the Senior Tutor, Anil Awesti, to discuss the issues.

Recording of lectures or similar taught sessions

- The general policy is here: Policy on Recording of Lectures by Students
- However, please check first and ahead of the session with relevant tutors to discuss any recording, since most of not all of our courses may involve in-class discussions that may be sensitive and not suitable for recording. If you have learning needs and/or have a disability, and need help with getting the most out of taught sessions, then do talk to the relevant tutor first.

Teaching and Learning On-line: positive and respectful communications

- Student conduct when learning on-line, e.g., over a Teams session, should be consistent with the policies and procedures highlighted earlier.
- Regulation 23 concerning student discipline and misconduct also applies to these learning spaces and may also implicate the media you use to communicate with each other, about each other and the wider Warwick community – you need to observe our values, practices and regulations when communicating on-line
- Where tutors encounter students who are distressed, or who encounter wider issues of concern, then they may refer the issue to the Campus Security Team; Safeguarding and Prevent Leads; or Report and Support services.
- You should check out the following, too:
- Online and Social Media Communications Policy | Digital Engagement Team – this link references Microsoft Teams, Moodle and Zoom.
- Digital journey map - Positive Digital Practice

If you need more time to complete your assignments…or if issues are affecting your study on a longer-term basis

Extensions

If you find that you are unable to complete your assignment by the deadline due to issues such as illness, or involved personal circumstances, or unforeseen work pressures, then you can consider applying for an extension.

There are two main types:

- A self-certified extension for up to 5 days
- A specific extension for longer (the amount of time that can be granted will vary between F/T and P/T students) – this will need evidence to support your request
- Check this link for the policy and application process https://warwick.ac.uk/study/cll/currentstudents/learningspace/student_handbook/mitcircs_extensionrequests/

Mitigating circumstances

- In addition, you may find that there are issues that may affect your ability to engage with your studies and assignments.
- If this is the case, you may also consider making an application for mitigating circumstances to be taken into account.
- This is a more involved process than for extensions and can take longer.
- We'd strongly recommend you talk to your personal tutor and/or senior tutor (in conjunction with any other appropriate support services as needed) to talk about your studies and the issue concerned, as well as to get a more accurate picture of the mitigating circumstances' process
- Check the full process as per the link below; however, there are some points to bear mind:
    - Your application won't be considered until nearer to the exam board by a mitigating circumstances' panel; this may mean you need to wait several months before the outcome of the panel
    - This is because the panel makes its recommendation to the exam board which will then decide on how your programme is then affected by your mitigating circumstances.
- Here's an example to show you how the process may work:
    - A student on an UG course is experiencing unforeseen mental health issues that mean that she can continue with her studies, but will need more time for all her assignments
    - She makes a mitigating circumstances' application in February and asks for all her assignments for that year (for 4 modules) to be considered
    - The panel meets in early June; rates the application as 'serious' based on the evidence suppled; and makes its recommendation to the exam board
    - The board accepts the decision and sets a new deadline for all the assignments.
    - For one early assignment that the student took before making the application, and which she failed, the board grants the student a 'further first attempt' so that the resit of that assignment is uncapped
    - The deadline is for the end of August with the exam board meeting in September

Some further things to bear in mind:

- The expectation is that, in making the application, the student will still continue to engage with the course but is not expected to submit the assignments

(otherwise they wouldn't need to ask for mitigating circumstances to be taken into account)

- ➢ The student can still continue to receive support for the assignments
- ! Some students are confused by the apparent delay in hearing about their mitigating circumstances' application; and worry that it may be rejected by the panel.
- ! This is why discussion with a personal tutor and the senior tutor can be key, so that students can assess the level and type of extension they need, and fully understand the process and its implications

Here is the link to the policy, process and applications for extensions and mitigating circumstances

https://warwick.ac.uk/study/cll/currentstudents/learningspace/student_handbook/mitcircs_extensionrequests/

Additional facilities for Postgraduate Students

PhD students' development

To support your research development, both in terms of your PhD and beyond, there is a new platform launched, Warwick Skills Forge, to support your PGR development activities will allow you to complete a Development Needs Analysis (DNA), book onto training, record your own development activities (including personal reflection on what you've learned) and will allow you to see all development opportunities you have undertaken.

Check out the link here: https://warwick.ac.uk/services/dc/pgr/skillsforge

Opportunities to develop your teaching skills

Many postgraduates have the opportunity to teach in their departments, but few have experience or have received prior training.

The Academic Development Centre (ADC) offer a pathway specifically for postgraduates who teach as part of their Academic and Professional Pathways programme (APP PGR), which encompasses first steps into teacher training and offers students the opportunity to become Associate Fellows of the Higher Education Academy, a nationally recognised teaching status. In addition, students have the opportunity to expand and enhance their teaching skills and pedagogical understanding further with a Warwick postgraduate award.

Following a mandatory introduction to teaching (often delivered in departments) students who have a minimum of 15 hours of teaching can join the APP PGR and attend a range of core and free choice workshops designed to support, challenge, and inspire their teaching practices. LDC run the workshops with support from subject discipline experts from across the University, giving postgraduate teachers varied experience of teaching practices to draw upon. One of the key benefits of the course is meeting other postgraduate teachers from across campus and sharing practice and ideas. Check out the link here: https://warwick.ac.uk/fac/cross_fac/academic-development/coursesandpathways/apppg

PG Hub

The Hub is now located on the second floor of the Junction Building. The facilities include study spaces (some of which are bookable for group discussions) as well as workshops and advice for study life.

Check out this link here: https://warwick.ac.uk/services/library/pghub/social/pgtips/

Support for your Well-Being and Student Experience



There is a wide range of services available to support and promote your well-being and your student experience more widely.

Dean of Students Office

The Office promotes the well-being of students throughout the university, and particularly the personal tutor system. In addition, it commissions projects to develop and enhance the student experience and works with students and staff to build an inclusive community.

To find out more, check out this link: https://warwick.ac.uk/services/dean-of-students-office/

You can also find out more about the Community Values Programme, and especially the Active Bystander project which is aimed at promoting a secure and inclusive environment for all members of the Warwick community.
https://warwick.ac.uk/services/dean-of-students-office/community-values-education/

Wellbeing Services

- This is a comprehensive service offered to all students, covering a wide range of welfare and counselling issues
- They have a service portal https://warwick.ac.uk/services/wss/ and you can also use the service in person as per the details on the weblink above
- The service also includes a wide range of resources to help you manage the stresses and strains of student life, including workshops and on-line resources

Disability Services

- The team provides information, advice and guidance to students with disabilities. This is particular important when you first enter the university.
- Sometimes students find that they may have a learning need or a disability in ways that have not been identified previously. The service can help on this

journey of identifying any needs you may have, and then enabling a programme of support for you.

- Details of the services are here https://warwick.ac.uk/services/wss/students/disability/
- The team also work closely with the Senior Tutor, personal tutors and administrative staff to try and promote an inclusive learning environment

Support for International Students

The International Students Office supports all EU and international students during their studies at Warwick and is able to assist with immigration advice, a free and confidential service advising on issues including:

- Visa extensions
- Visas for dependants
- Working in the UK during or after study, travel visas, etc.
- Practical support (bringing family to the UK, police registration, providing letters to
- prove student status for visa purposes, banking)
- The International Student Experience (social events and trips for international students and their families, and the opportunity to take part in Host UK visits)

For more help and information, check out:

International Students' help and support link:
https://warwick.ac.uk/students/welcome/internationalstudents/

The university's immigration service
https://warwick.ac.uk/study/international/immigration

Or the Students Union Advice Centre https://www.warwicksu.com/help-support/

You must also be aware of the rules and regulations concerning your student visa if you have one. Check here: https://warwick.ac.uk/study/international/visa/during-your-studies/responsibilities

Community

Summary of aims and services

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.

Feeling Safe and Included; Residential Community team; Campus Safety and Security

- As the Warwick Values statement shows, we value all members of the university community
- If you feel unsafe, bullied, harassed, or discriminated against, or indeed any situation where you feel uncomfortable, then we have a range of services to help, the details of which are on this link:

https://warwick.ac.uk/students/safety-and-support/support-with-harassment/

- Part of being a Warwick student means that you always adhere to the Dignity at Warwick Policy. Report + Support online portal allows students, to disclose incidents of bullying and harassment, discrimination, relationship abuse, hate crimes/incidents or sexual misconduct, carried out by a student or member of staff of the University of Warwick. This support includes emotional support, academic support, financial support, and support accessing emergency or alternative accommodation. Behaviour Misconduct, Student Harassment, Sexual Misconduct
- And a reminder of the Community Values Programme and the Active Bystander project mentioned in the Dean of Students' entry above
- If you live in university managed accommodation on campus, then we have our Residential Community team, comprised of trained students who promote an inclusive experience for those who live on campus. Check out their information here: https://warwick.ac.uk/services/rescommunity

Safeguarding and Prevent

CLL recognises that it has a statutory duty and responsibility to safeguard and promote the safety and welfare of students deemed 'vulnerable'. These duties and responsibilities are defined in a wide range of legislation, including the Mental Capacity Act (2005), Equality Act 2010, the Counter Terrorism and Security Bill with particular relevance to the Prevent Duty, plus other relevant legislation. The publication of the Safeguarding Vulnerable Groups Act (2006) amended in the Protection of Freedoms Act 2012, introduced a Disclosure and Barring Service (DBS) checks for staff and others who have defined levels of contact with children, young people and 'at risk' adults. Furthermore, many of our students work, or will be employed in professions working with children, young people and vulnerable adults and we have a shared responsibility in Safeguarding and Prevent.

The Centre for Lifelong Learning has a Safeguarding and Prevent Policy to demonstrate its aim, responsibilities and procedures for Safeguarding and Prevent.

Our approach is underpinned by the University of Warwick's:

- University Safeguarding Policy
- University Child Protection Policy
- The Prevent Duty

For any concerns relating to Safeguarding or Prevent the CLL Designated Safeguarding Lead should be your first point of contact

- Dr John Gough, Director of Student Experience and Progression – Designated Safeguarding Lead - John.Gough@warwick.ac.uk

In his absence:

- Dr Nalita James, Head of Department – Deputy Designated Safeguarding Lead - Nalita.james@warwick.ac.uk

Or in their absence the Central University Safeguarding Lead

- safeguarding@warwick.ac.uk

For immediate advice and support out of hours, please contact the Community Safety team on 02476 522083, noting that if any individual child or adult is perceived to be at serious risk of immediate harm off campus, the relevant emergency service should be contacted

Student discipline

As part of being a member of the Warwick community, and the values and policies it promotes, it is useful to be aware that the university may take action against behaviors that contravene these policies. Examples may include: misuse of IT facilities; compromising freedom of speech, and the dignity and value of others; sexual misconduct and relationship abuse; suspected cheating in assessments. Regulation 23 covers this key area.

Familiarising yourself with Warwick's Values' programme is one way of promoting the attitudes and behaviours that we expect from members of our community.

As mentioned above, we encourage students to report any instances where our values and policies have been contravened. Check this link: Reg. 23 Student Disciplinary Offences

Campus Safety and Security

As part of feeling safe and included, the Campus Security team works 24/7, 365 days a year to support the University community by ensuring there is a safe, secure, and friendly environment for students, staff, and visitors. For queries about security on campus, contact the team on email or phone: 024 765 22083. Students should always call Campus Security for emergency response requirements, i.e., first aid/ambulance/fire, safety, and security issues on campus, mental health aid, pastoral care, facility support, outdoor event applications, and entertainment support including external speaker events. The Campus Security phone numbers can be found on the back of student and staff ID cards.

In Emergencies on Campus

In an emergency on campus, phone 024 765 22222 and the security team will respond quickly.

The Students Union: here for ALL students!

Student Union Advice Centre

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

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

Academic advice: Appeals, complaints, change of course and problems, temporary or permanent withdrawal, any University Committee proceedings (continuation of registration, cheating or plagiarism, fitness to practice, fitness to attend, fees and other monies owed to the University)

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

Disciplinary advice: If you are involved in any incident that is investigated under the Disciplinary Regulations, contact the Advice Centre to get advice as early on in the process as possible

Personal advice: Health, sexuality, harassment

Consumer advice: Faulty goods, utility bills, mobile phone, and computer problems

Employment advice: Tax and national insurance, non-payment of wages, terms and conditions of employment

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

Contacts

The Students Union, and its Advice Centre, is located very centrally on the main campus. Check out this link for more information:

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

You can use the Students Union for rest and recreation, too – check out its main website for information about its facilities:

https://www.warwicksu.com/

Advice on Student Funding

Funding and managing money can be a major pre-occupation for most if not all students.

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

You should use the service if you:

- Want to find out what financial support may be available to you, e.g., scholarships, hardship fund
- Need support with managing your money, e.g., budget plans
- Are eligible for disability support funding

Students should visit Student Funding if they want to:

The Student Funding team is located on the ground floor of Senate House (open Monday to Thursday, 9am-5pm, Friday 9am-4pm) and can be contacted by telephone on 024 761 50096 or **email**.

Check out the highlighted link above or this link https://warwick.ac.uk/services/wss/funding/

Childcare

The university has a nursery which staff or students with children can use. The service also includes holiday schemes.

Check this link for information on the service, prices and eligibility:

https://warwick.ac.uk/services/childrensservices/nursery/

Have Your Say! Student Voice

University learning is based on a dialogue – even a partnership – between students, tutors and other professional staff. The university's student experience can only develop in consultation with students.

That's why your feedback and views on your experience are critical to the ways in which we develop and enhance our learning provision. We value constructive feedback and expect it to be communicated in ways that are in line with Warwick Values.

You can have your say in the following ways:

Module Evaluations

- Module tutors will encourage you to complete a module evaluation form which is located on the Moodle page for the relevant module

Student/Staff Liaison Committee (SSLC)

- The committee will meet at least once a term
- Students will volunteer as course representatives, with the main course rep chairing each meeting
- Tutors are also part of the meetings to hear and respond to feedback
- Notes are taken during each meeting so that action points can be recorded and acted on
- SSLCs are also important where the course team, Centre or indeed the wider university need to consult with students regarding any important course developments, changes to provision or similar
- The overall SSLC system is organised and co-ordinated by the Students' Union, and Course Reps liaise with colleagues from the Union, so that feedback is then collated to present a more complete picture of students' experiences
- We can't stress enough how important it is for SSLCs to reflect representative student feedback that is constructive, and which follows Warwick Values

Surveys

- There are two annual surveys: the **National Student Survey (NSS)** for final year undergraduates; and the **Postgraduate Taught Experience Survey (PTES)** for postgraduate taught students.
- These take place in term 2. Students who are included in the survey will receive a direct mailing from the relevant organisation which manages the data gathering, collation and analysis.
- Tutors will encourage you to complete the survey, since your feedback not only has implications for your university, but the wider sector as a whole.
- If you are asked to complete the survey, then please do – your feedback is vital!

Complaints

Feedback and Complaints – click this link

- 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.

Student Life at Warwick: More Facilities and Opportunities

As a CLL student whose teaching is mainly based at Westwood, or on-line with few visits to the campus, you may feel that 'the rest of the university' is remote or, perhaps, not as relevant to you.

However – there is SO MUCH you could take advantage of, either in-person or virtually or a combination of both. If you want to jump and find out quickly, check this link:

https://warwick.ac.uk/students/life-at-warwick/campus/

Food and drink



At Westwood

- Due to issues beyond our control, a temporary service should be made available for the start of the new academic year – this is likely to be located outside the café building

On main campus

- There are lots of food and drink facilities on campus. Check out the link here for the details: https://warwick.ac.uk/services/foodgroup

Sports

Warwick has very impressive Sports and Wellness facilities, including a huge sports centre that includes a 25 metre pool, extensive climbing walls, squash courts sports halls for badminton and basketball, outdoor tennis courts and five-a-side pitches, and a massive, newly-refurbished gym (to name a few). You are welcome to use the facilities on a pay as you go basis.

https://warwick.ac.uk/services/sport/active/hub/

You are also welcome to take part in sports clubs and societies;

https://warwick.ac.uk/services/sport/active/campus/teamwarwick/clubs

Chaplaincy

The Chaplaincy is a place of hospitality, safety, care, and encounter. It is available to absolutely anyone, of all faiths and none, who would appreciate the different pace of

our space and the support of the Chaplains. If you need space to reflect in the midst of a busy academic life, you can find it here.

If you have a particular faith and religion, they are able to help you meet with people who share your beliefs and can help make University a time of growth for you. In addition to a large central space used by all faith groups, there is a Christian Chapel, Islamic Prayer Halls, a Jewish meeting room with Kosha kitchens on Central Campus, and Multi Faith Prayer Rooms on Westwood and Gibbet Hill Campuses.

Check out the link: https://warwick.ac.uk/services/chaplaincy/

Warwick Arts Centre

- The university's Arts Centre is internationally renowned, and boasts a venue that attracts international performers covering music, theatre, dance, comedy and film (and the cinema screens are now state of the art, with very comfortable and accessible seating).
- Students (and staff) can get discounts
- Food and drink are also available there
- Check out the website here: https://www.warwickartscentre.co.uk/

Skills, Opportunities, Your Future: Student Opportunity

Careers

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

Many of our students are already in employment, and/or have clear career goals and are working to attain accredited qualifications. As a result, you may feel the Careers Service isn't for you.

HOWEVER, you may still need help with finding the jobs you want, and selling yourself on applications forms, CVs and interviews. In addition, some employers are increasingly using AI-assisted recruitment tools which can pose additional challenges when looking for work. You may also need additional support in reviewing your career direction, and your values, skills and areas for development.

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

Student Careers can help students:

- Understand what is important to them, their values, strengths, and career goals.
- Recognise and develop the transferrable skills employers look for.
- Research employers, search for vacancies, gain work or volunteering experience and find a job or further study place for after graduation.
- Each academic department has a designated Careers Consultant who can provide discipline-specific support for students and online careers. This can include 1:1 career guidance, support for alumni events and discipline-specific information sessions. Students can also refer to the **careers website** for more information.

We also have a careers consultant dedicated to CLL – Jo Pearson. You can contact here on Jo.Pearson@warwick.ac.uk



Additional Support for Building Employability Skills

In addition to the employability skills that your course may develop, Student Opportunity also offers a wide range of services and opportunities to help you develop skills that will help you with your career development. Its schemes include:

Warwick Skills Award which will help you develop core employability skills, such as critical thinking, communication, team working, self-awareness, the ability to make sense of and use a range of complex information, the importance of sustainability and ethical values, and professionalism.

Thrive is a programme of support to women for their career development, including mentoring.

Intercultural Training to help build your awareness and appreciation of people from different cultural backgrounds – a key quality for working in organisations with a diverse workforce

Here's the link for more information:

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

Work Experience, Internships and Placements

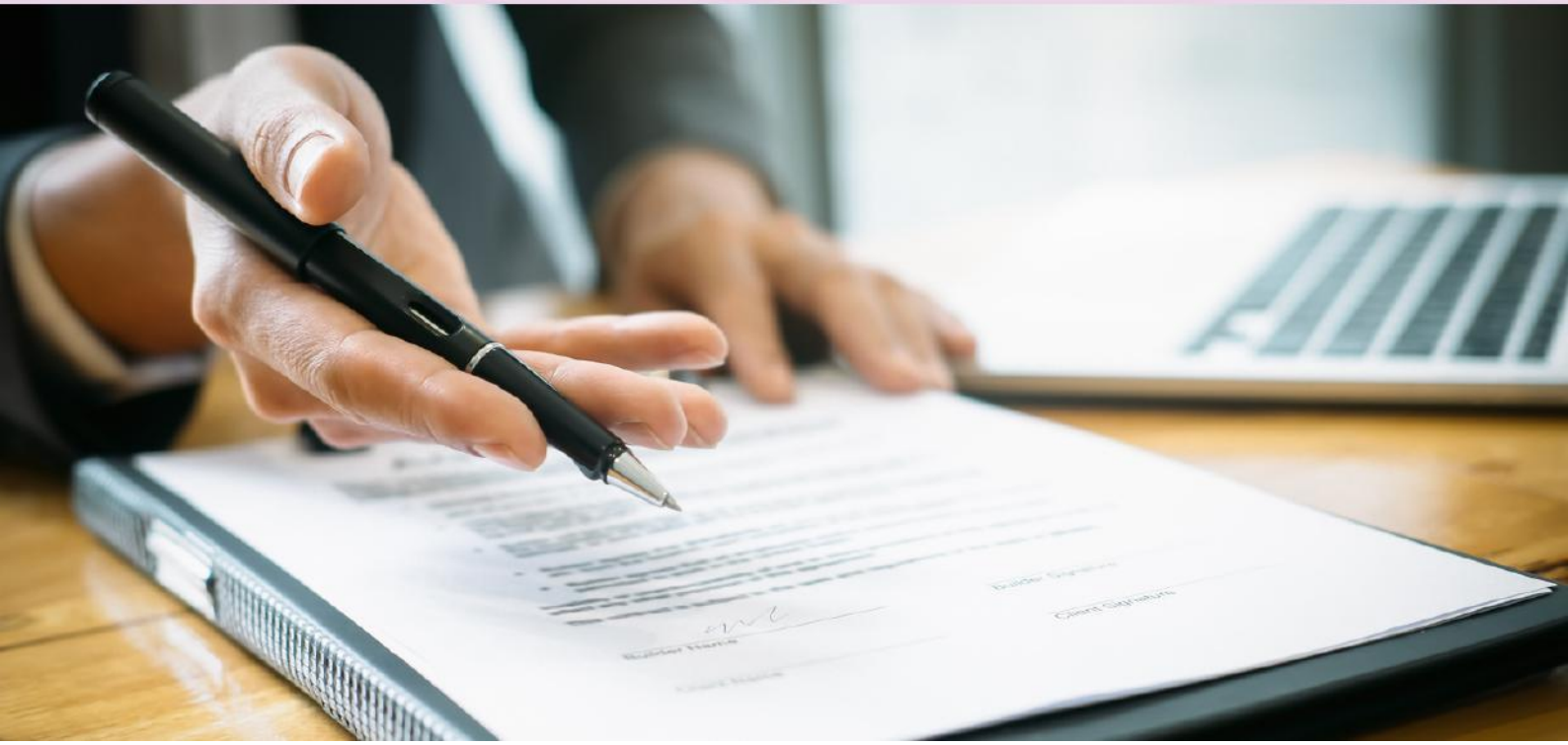
Most of CLL's courses are vocational or semi-vocational, with strong links to relevant employers (and many of our students are employed while studying) but if you are interested on additional opportunities, check out the services and opportunities available through this link:

https://warwick.ac.uk/services/careers/employers/internships/

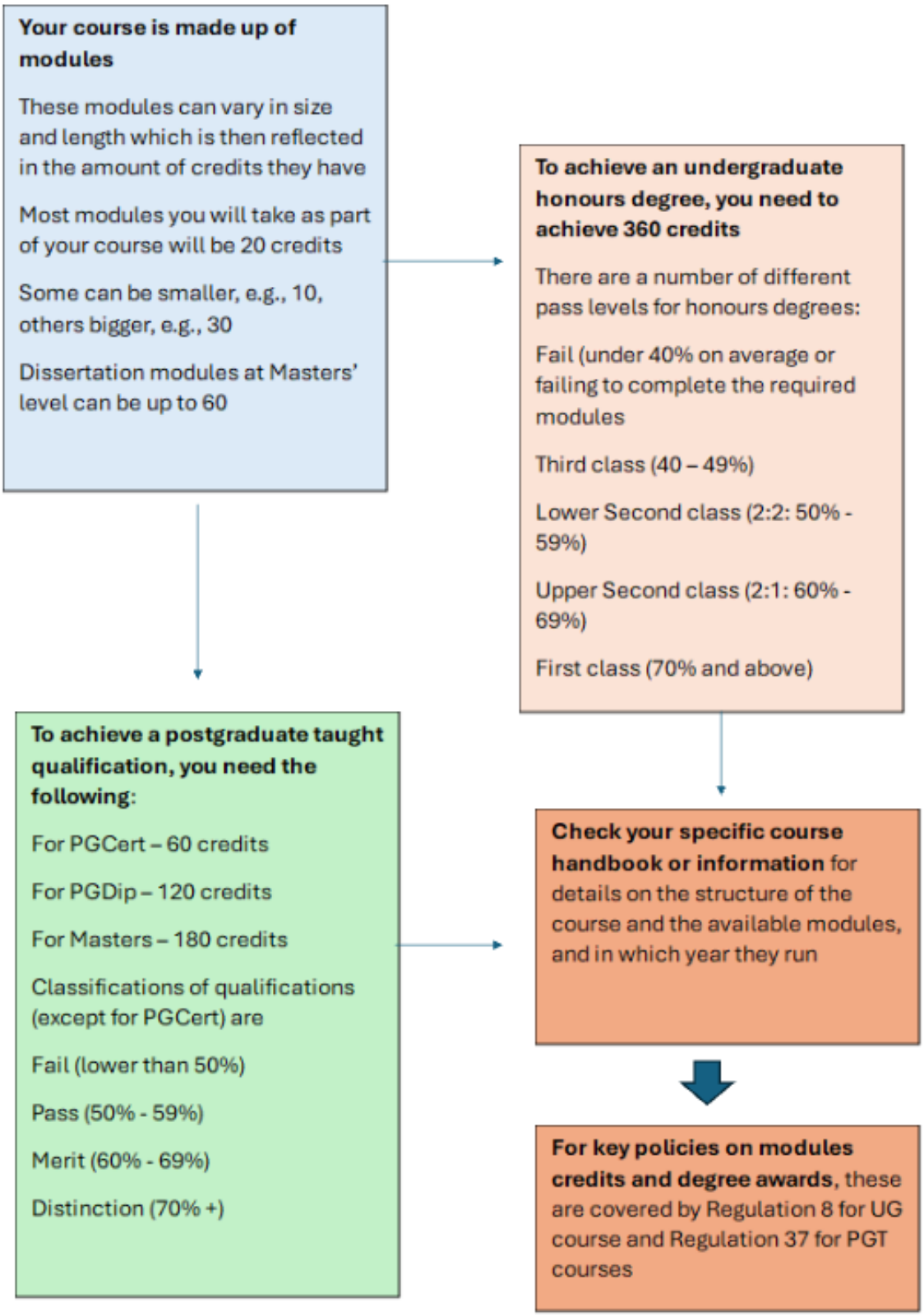
Policies and Procedures:

Check out this important information – it could save you a lot of time and hassle

Ask for help and advice from the sources of help outlined in this handbook



General Course and Assignments Structure, Policies and Procedures



Please note the additional information below:

Regulation 8; Regulations for First Degrees:

This regulation sets out at the highest level, requirements for progression and award for undergraduate students. For students starting bachelors or Integrated Masters Degrees from the 2021/22 academic year onward, decisions about progression from one stage of the course to the next, and decisions about the final award or classification are set out in the Rules for Award 2021-22 and Assessment Conventions (2021-22). These detail calculations used to determine your final classification and the minimum credit requirements by level of study for an award to be made.

For the award of a Bachelors degree a student must meet specific credit requirements achieving a minimum 270 credits (or CATS) across the degree course including a minimum of 90 credits at FHEQ level 6. Full details can be viewed in Appendix A of the Rules for Award here: Assessment Conventions. The Course Specification details additional requirements with regard to required core modules and PSRB requirements that must be met in addition to this.

For Postgraduate Students, please check the following link:

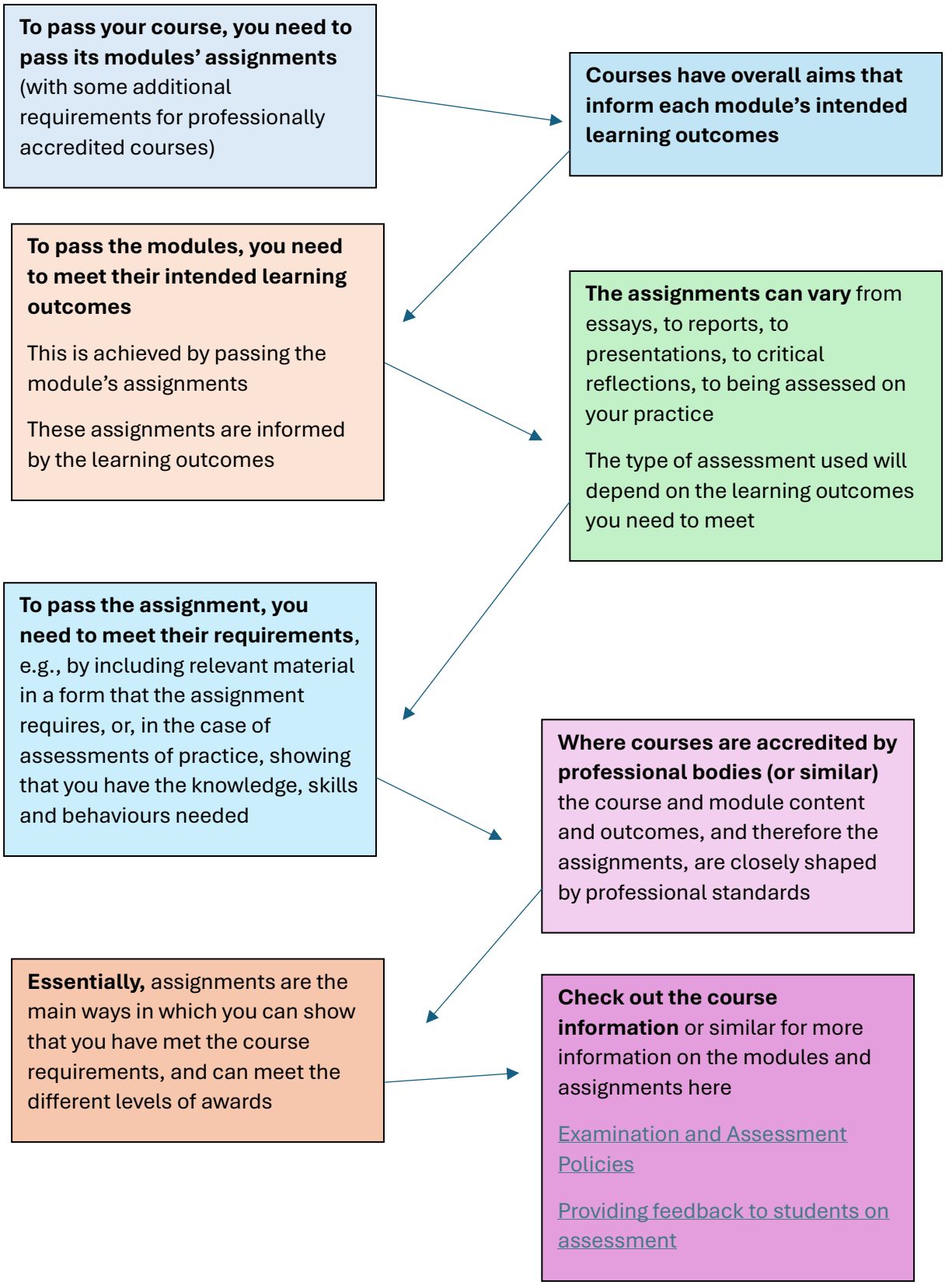
Reg. 37 Taught Postgraduate Courses. This regulation sets out at the highest level, requirements for progression and award for postgraduate taught degrees.

Or:

Reg. 38 Research Degrees

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

Assignments: nature and purpose



Submitting your assignments and what happens next

You submit your assignments by the deadline through Tabula (see earlier in the handbook for what this is)

Make sure you follow the submission requirements

If you submit your work late without any extensions, then 5% will be deducted from your mark for each day your work is late

Your assignment is marked by a course tutor within 20 working days (4 weeks)

The assignments are moderated by a different course tutor using sampling and moderation processes set by the Centre

This is to ensure that agreed marking processes have been applied fairly and transparently according to university (and Centre) policies

You will receive the mark and the marker's feedback through Tabula

Don't just check the mark (important as that is) – do look at the feedback as this will help you to improve

You can also ask for further clarification and help from the module tutors .

The marks from your modules are then approved and confirmed by an exam board, usually towards the end of an academic year (with some exceptions, depending on your course)

The exam board at the end of your course will also confirm the overall outcome, type of award and grade or level

The exam board outcome, and your course outcome, will be confirmed through Tabula and by e-mail to your UNIVERSITY e-mail

Ask the relevant admin team or your tutors if you need anything clarifying

If you can't submit on time; and if you need to resit your assignment

Due to circumstances beyond my control, I can't meet the assignment deadline or deadlines – can I have an extension?

You can ask for an extension if circumstances are preventing you from submitting on time

There are two types: self-certified; and more specific

The amount of time you can ask for will vary, depending on whether or not you are UG or PGT

You need to ask for extension BEFORE the deadline

See the earlier sections XXX and this link for more details https://warwick.ac.uk/study/cll/currentstudents/learningspace/student_handbook/mitcircs_extensionrequests/

If circumstances are going to affect your studies and assignments for longer, you can apply for mitigating circumstances to be considered

Do talk to your personal tutor and/or the senior tutor first if you are considering this option

See the earlier sections and this link for more details

I have failed an assignment (or assignments) – what do I do next?

Firstly, the mark you'll see on Tabula needs final confirmation by the exam board

The exam board communication will confirm what you are able to do next

This can be a complex area – check with Personal Tutor

In the meantime you can ask for further feedback and support as needed from the module tutor

This will become key once any resit arrangements are confirmed

The usual outcome is that you will be given another chance to complete the assignment (but other outcomes are possible)

The resit mark is usually capped

If your application for mitigating circumstances has been approved, this may mean that your resit is uncapped

The latter will be confirmed by the exam board – check this link, too: Right to Remedy Failure

Make sure your assignments are your work!

The assignments will show what you know; understand; and most importantly your ability to synthesise and analyse concepts…and apply them to your practice

Paraphrasing v. copying

Paraphrasing shows your ability to understand and analyse the sources you have used, as well as your communication skills

Copying shows your ability to…copy without any evidence of understanding or analysis

To show the sources you have used, and paraphrased, you need to use referencing

The only time you might copy is when you directly quote from a source – but do this sparingly and you need to reference the quote

What is referencing? Why do it?

Your work will need to show that you have engaged with the ideas, concepts, debates and literature that inform your degree

The evidence of your engagement is by making reference to the sources you have used

There are comprehensive guides on how to reference here, with examples

Referencing can seem difficult – you just need to follow the guides and get into the habit of doing it properly

Plagiarism: what is it and why is it a BIG problem?

Plagiarism is where you use someone else's work as if it is your own, and without referencing it

In other words: cheating

Extensive plagiarism can result in you failing a module and more serious penalties

See further on this topic – you need to be fully aware of what plagiarism is

Check out these links: Reg. 11 Academic Integrity. Additional support on good academic conduct for students is available here: Academic Integrity Framework

How to Reference Your Work

Most CLL courses will require you to use the Harvard System (Warwick MMS) as per this link:
https://warwick.ac.uk/services/library/students/referencing/referencing-styles/#harvard

Some may require you to use an associated system called APA as per this guide:
https://warwick.ac.uk/services/library/students/referencing/referencing-styles/#apa

Courses do not require you to use footnotes

Check with your course team as to which one they want you to use – most will ask for Harvard

Additional guides include this produced by the library:

https://warwick.ac.uk/services/library/students/referencing/

Referencing can seem tricky at first – use the examples in the guides and you'll see plenty of examples in the books and articles you read

AI and assignments: some background

Artificial Intelligence (AI) is a very wide, umbrella term that covers a wide range of ICT applications that are used in engineering, science, health, business etc

Current views of AI tend to focus on Large Language Models (LLM) that form the basis of applications such as ChatGPT

Their basis is to 'scrape' oodles of text from open data sources and then use 'predictive algorithms' to produce text in response to users' requests

The algorithms are programmed to seek the relationships and links between words, based on existing patterns in work that has been scraped, to produce 'new' text

In LLMs, there is no analysis of the concepts that underpin the words: all that is reproduced is the relationship between the words ONLY

Some education providers see AI LLMs as enabling, in that it can help students to acquire academic writing skills

Some are using LLMs to help develop students' independent learning skills

Others are much sceptical, since they argue that all LLMs do is produce a copied pastiche

Still further, others view students as taking the 'easy way out' by relying on a huge text database to do the work and thinking for them

In addition, if you use an LLM like ChatGPT, you may wish to consider how much you are feeding the database with 'your work'

You may want to be critically aware of its limitations; the strange texts it produces; and, that the algorithms are programmed by people who have their own assumptions and biases...which may be reflected in the content that the LLM 'produces'

Finally, can you be really sure that using LLMs is developing key skills for the future if you develop a reliance on it...?

AI (LLMs) and use in Assignments

The university has a framework for use of AI (LLMs) in assignments – check here https://warwick.ac.uk/students/learning-experience/academic_integrity

The framework encourages course areas to decide on their own practice within this framework

Courses in CLL will view AI (LLM) use in relation to the needs of the assignment and, in some cases, professional body standards and employers' views

Most if not all of the courses will require evidence of critical thinking which may be adversely affected by students' use of AI (LLMs)

In addition, some assignments will require students to apply theory to practice – an area which LLMs are not suited to

There are ethical dimensions, e.g., if you feed possible confidential or sensitive information into an LLM like ChatGPT then you may be breaking GDPR policies

In addition, if much of your assignment, or key aspects of your work, rely heavily on ChatGPT, then this is no different to plagiarism

Some courses may allow, or even encourage use of LLMs, e.g., in formative assignments, or in relation or professional or employer contexts, e.g., some employers use predictive databases or report formats

In these cases, then you may use LLMs within the assignment guidelines that have been set

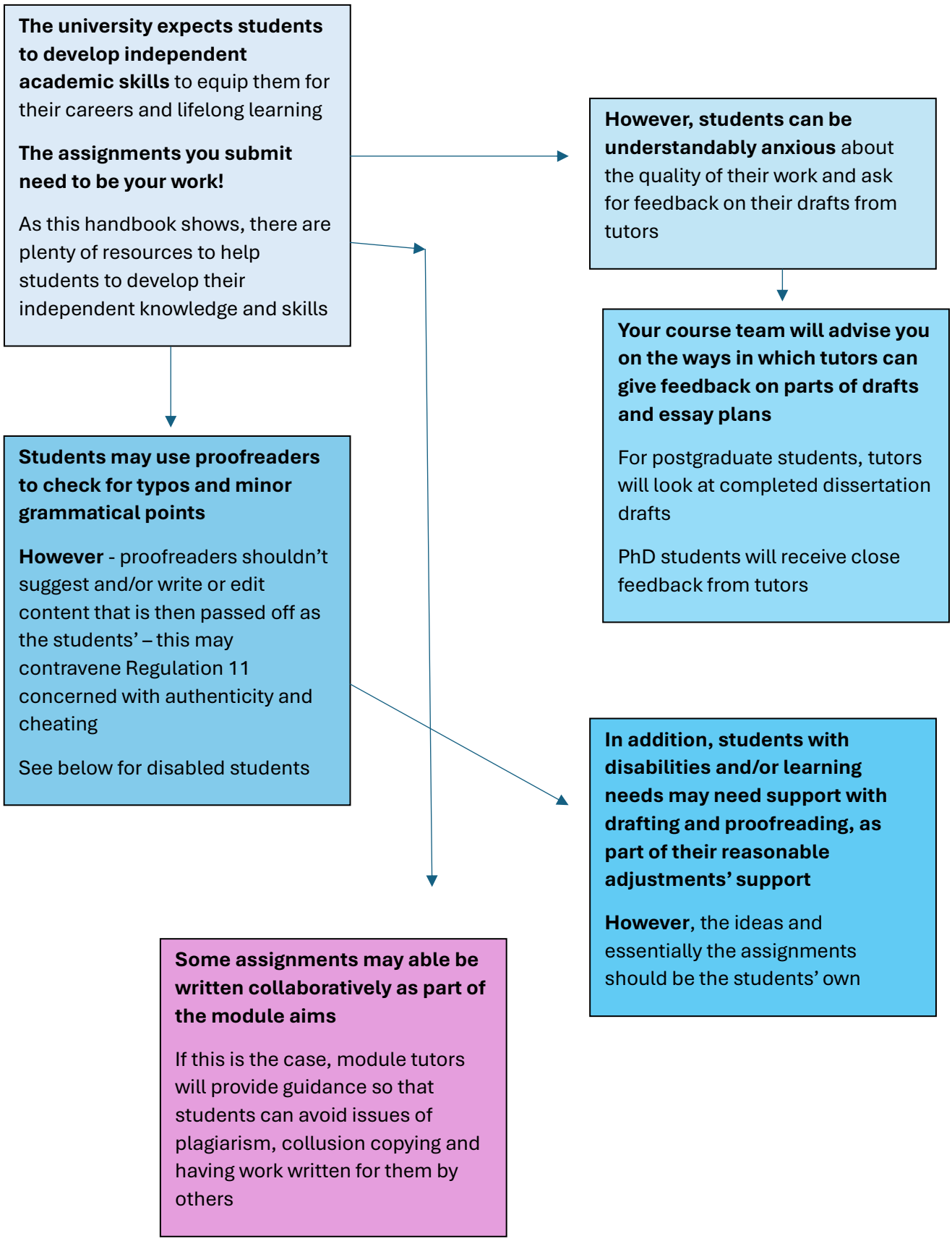
Essentially, any use of LLMs will need to be:

Proscribed by the assignment guidelines

Declared in full in the same way as a 'traditional' reference source is

Use of material generated by an LLM that falls outside of the framework and the assignment requirements may be treated as plagiarism and cheating

Draft checking and Proofreading (including assistance for students with learning needs)



Assignment Presentation, Format and Style Tips

Make a plan of your work

Some students dive in and write as it comes to them – a more effective way is to make a plan

List your main points in relation to the question or the aim of the assignment

Under these points, list the main arguments/concepts/related points that support each main point

Against these, list the main sources you want to reference – which is helpful way of checking to see if you have included key concepts

The latter will help to prevent you from jamming too many references in, or not enough

First or Third Person?

When writing reflexively, e.g., when you are reflecting on your experience and values, or use of a theory in practice, or your overall development, then you can use the first person 'I' – otherwise writing about yourself in the third person looks and sounds weird

When comparing and contrasting concepts, theorists, models, etc, e.g., in a literature review, OR where you are asked to compare and contrast concepts, then you can use the third person

Font, Size, Line Spacing

Use a common sans-serif (that means without the curls on the letters) such as Aptos or Arial, though Times New Roman is acceptable

Font size: 11 or 12

Line Spacing should be 1.5

Indent new paragraphs using one press of the Tab key on keyboard

Divide your overall points into paragraphs, starting each paragraph with a topic sentence, i.e., something that tells the reader what is about to come

Using linking sentences between paragraphs and main sections, e.g., having considered this, an important point is that, or, In contrast to x, y proposes/considers etc, or in summary this section has considered these points and the next section will examine

These tips will help to develop the coherence and consistency of work, and help it to flow

If you want to check for typos, spelling mistakes etc, read from the bottom up, so that you are not reading for sense – when you do the latter, your brain can ignore the typos and go for the meaning and sense

Further Information on the Plagiarism Policy

It's important to know that plagiarism is part of academic misconduct: that is, students trying to pass off others' thoughts, ideas and work (including AI LLM generated work) as their own. It can lead to action against students under University Regulation 11B 'Procedure to be adopted in the event of suspected cheating' and could constitute a breach of Regulation 23 which is concerned with students' disciplinary offences.

To help develop your understanding of plagiarism further, check the levels of plagiarism as below:

Plagiarism:

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

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

Self-plagiarism:

- This is where chunks of work from previous assignments are repeated in a new assignment. Avoid copying work from one assignment to another.

Contract Cheating:

- Where work is included in an assignment – or indeed the whole assignment – is produced by and/or purchased from a third party, this is called 'contract cheating.'
- As noted above in the points concerning proofreading, you need to make sure that even where you may have some assistance from tutors in feedback on draft work, or from others for proofreading, your ideas and words are your own.

Use of generative text products (AI LLMs):

- You must avoid the deliberate use of generative text services (e.g., ChatGPT) to produce work that you then pass off as your own.

In summary

Make sure you submit your own work in assignments, and reference the ways in which you have used academic sources and related according to the guidance on referencing.

If you don't then, then you may risk penalties that include a reduced mark for an assignment; failing the assignment; resubmitting a different assignment for the same module; or other disciplinary processes. The latter can have further implications where your course is regulated by a professional body which requires high standards of ethical conduct – including not cheating in assignments.

See the next page for the flow chart for the process for investigating plagiarism.

The process for investigating plagiarism and associated issues

If the marker suspects cheating, the issue will be referred to the module leader

If the module leader suspects that cheating has occurred, in line with the definitions above, then evidence will be compiled and the student will be invited to meet with an Academic Conduct Panel (ACP).

You can be accompanied by someone who can support you, e.g., someone from the Welfare Advice Centre of the Students Union.

The outcome of the panel meeting may be:

- Not proven – there is insufficient evidence to show that cheating has taken place (though the student may be offered further support and advice on good academic practice)
- Poor academic practice – where the referencing and other acknowledgement of sources is not complete or as accurate as standards require. The implications for the assignment mark may be covered by one of the three points below
- Proven – that there is evidence of plagiarism or other levels of cheating as outlined previously. The penalty may be one of the following:
    - A reduction in the mark, down as far as zero
    - A resubmission of the assignment, where the mark is capped
    - A resubmission of a new piece of work for the module, where the mark is also capped
- For more serious offences, a referral to the Investigating Committee of the Senate where the student may need to meet with the committee
- Students can accept the decision, in which case the relevant outcome will be noted by the exam board; or appeal against it within ten working days of the decision being communicated. Seeking advice from the Welfare Centre of the Students Union is advisable.

In summary

- The process above is time consuming, uncomfortable and with potential consequences that may well have serious implications for students' success on their course and their career.
- That's why you need to familiarise yourself with the policy and its definitions; and to make sure you follow good referencing practice.
- Generative LLMs like ChatGPT may offer a quick solution, too, but the solution may not be your work!

If you are thinking of withdrawing from your course

Sometimes things don't work out and you may consider withdrawing from your course, either temporarily or permanently. These can be for all sorts of reasons:

- Financial
- Medical or similar issues
- Family circumstances
- Pregnancy
- The course or the university aren't as suitable as you thought
- You have changed job or career

Here is the process:

If you are thinking of withdrawing, either temporarily or permanently, seek advice first from your personal tutor, senior tutor, or more specialist support services such as Wellbeing, and the SU Student Advice Centre as needed

Contact Student Funding to explore the financial implications of temporary withdrawal
https://warwick.ac.uk/services/wss/funding

This is so that you can weigh up the benefits (and drawbacks) and make an informed decision)

Temporary withdrawal is usually for 12 months

You would retain your access to the library, borrowing rights and IT access

You wouldn't be engaging with your course and wouldn't receive tutorial support (though you can contact your personal tutor near to when you are due to return)

You would usually return to the same point of the course as when you withdrew

For more information and the process, check out the link here:

https://warwick.ac.uk/services/academicoffice/studentrecords/twd

For permanent withdrawal, check out the process here:

https://warwick.ac.uk/services/academicoffice/studentrecords/pwd

This can be a major step and so do seek help and guidance from your personal tutor, as well as the support services mentioned elsewhere

For example, get advice from Student Funding about the ways in which permanent withdrawal may affect your entitlement to student loans

Bear in mind that the university may temporarily withdraw you if you are not engaging with your course, or if there are visa issues, or if there are concerns over your ability and capacity to study, e.g., if you are seriously unwell.

More key information policies and resources

Feedback and complaints

As mentioned earlier, your feedback is vital to the development of our student experience. There are a number of ways you can provide feedback:

- Through module evaluations
- SSLC
- NSS (if you are a final year UG student) or PTES (if you are a postgraduate taught student)
- The university has an official complaints policy and procedure as per this link: https://warwick.ac.uk/services/feedbackcomplaints/students/

Car Parking (and transport)

- There is a car park that students can use on the Westwood site
- For more information about car parking at Warwick, including fees and payment, check out this link: https://warwick.ac.uk/services/carparks
- Support for cyclists is improving in and around the Warwick campus, including new bike lanes alongside roads
- The bus service to and from Coventry, Leamington Spa and further into Warwickshire is well worth considering, too.
- For more information about transport options and the university's policies in relation to this area, check out https://warwick.ac.uk/services/estates/transport/

Smoking

Smoking is forbidden anywhere in university buildings, substantially enclosed workplaces and vehicles used as workplaces. The Policy also applies to the use of electronic cigarettes.

Check out the full policy here
https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy

Health and Safety more generally

The university takes its health and safety obligations extremely seriously and expects the members of its community – students, staff, visitors, contractors and so on – to do the same.

Check out the site here: - you'll see that it comes under 'Well Being' -
https://warwick.ac.uk/services/healthsafetywellbeing/

Data Protection

The university takes its data protection obligations extremely seriously. It is regulated by the Information Commissioner's Office (ICO) and has the registration number **Z5856740** on the ICO's public register. You should also follow the university's data protection guidelines, e.g., making sure you follow IT services policies.

For more information, check
https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/

Anti-Bribery Policy

Check out the link here for more information – the university does not tolerate bribery: https://warwick.ac.uk/services/gov/university-policies/antibribery/

Mobile phone usage

We would ask that students bear in mind the community values outlined earlier in this handbook. Using mobile phones during lectures, seminars and other learning activities can be distracting for other learners and tutors and disrupt the quality of the learning. Be respectful and use your mobile appropriately, e.g., during breaks or as required by the tutor during a learning activity, such as scanning QR codes for specific activities or when checking other appropriate learning resources.

Disclaimers

We aim to provide information that is as accurate as we can make it; however, the University may need to change and/or vary provision as required by external bodies or similar.

For any queries you have concerning the University's policies on consumer protection, then check out https://warwick.ac.uk/services/aro/cpl/faqs/

And finally…

We wish you all the best with your studies and student experience. Here are some final tips:

- ✓ Fully engage with your course
- ✓ Expect to feel challenging, uncomfortable or even anxious at times – these feelings are a normal part of change and development, particularly for adult learners who haven't been in education for a while, or whose previous experience of education wasn't good
- ✓ The student support net under you is very wide – ask for help even if you feel your question is trivial, or you feel foolish for asking, or you believe that everyone else knows what to do and you don't. You'll find that most if not everyone feels the same as you do and so don't be afraid to ask
- ✓ Asking and accepting help isn't a sign of weakness or that you are 'failing' – instead, it shows that you are aware of how best to help yourself
- ✓ Get involved if there are services and opportunities that you want to make use of
- ✓ We recognise that many CLL students are juggling multiple responsibilities – and we understand if at times you need to do a good enough job…again, this is normal for adult learners