

# Centre for Lifelong Learning

## BA Early Childhood Degree

Course  
Handbook  
2023-24



# Your Course Handbook

Welcome to the BA Early Childhood Degree at the University of Warwick, Centre for Lifelong Learning.

Our Early Childhood Degree provides a unique opportunity to bring together the components of your individual and professional identity, with your own inner wisdom and experiences of engaging with young children. Our aim as tutors is to promote student empowerment and to support you in developing your personal, professional and academic identities.

You will be taught by a highly experienced and passionate teaching team, who are actively involved in early childhood research, and who have their own subject specialisms and expertise within the early childhood field.

The Foundation Degree will help you to develop a range of academic, professional key skills and builds upon your knowledge and understanding of early childhood and your confidence as a person, professional and scholar.

This handbook should be referred to throughout the year as it holds essential information regarding your programme of study.

It includes details about university policies and procedures, the support and guidance offered here at Warwick, as well as the course resources available on Moodle.

If you are studying at North Warwickshire and South Leicestershire College, you should also familiarise yourself with any College-specific information provided.

We wish you all the very best in your journey with us and we are so excited to work with you!

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## Welcome to CLL

Thank you for choosing to study with us. We know, for many of you, studying your chosen course will be the next step to achieving your personal and professional goals. We are looking forward to sharing that journey with you.



Thank you for joining us and good luck.



[ruth.hewston@warwick.ac.uk](mailto:ruth.hewston@warwick.ac.uk)



## Join the CLL Virtual Family!



<https://warwick.ac.uk/study/ctl/>



@ctlwarwick



@ctl.warwick



@CLLWarwick



Centre for Lifelong Learning, University of Warwick

Alongside your academic studies, we also provide extensive pastoral support which is available to you throughout your studies. We hope you will have a stimulating and enjoyable time with us and will have many opportunities to

# **Professor Ruth Hewston**

**Head of Department**



## A Message from Your Course Director:

It is an absolute pleasure to welcome you to the University of Warwick, Centre for Lifelong Learning. The Degree Course Team are passionate about providing you with a whole host of opportunities for academic, personal and professional development – and we will be championing you all the way! I look forward to meeting with you and wish you all the very best for the exciting journey ahead!



**Dr Charlotte Jones**

Course Director



[charlotte.e.jones@warwick.ac.uk](mailto:charlotte.e.jones@warwick.ac.uk)



# Departmental Information



## About the Department

Please visit our ['Who to contact with your enquiries'](#) page for key individual contact information within CLL.

For support on student wellbeing, out of hours and emergencies, please see the section on Student Wellbeing and Safeguarding.



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Campus University of  
Warwick Coventry CV4  
8UW



### Reception

+44 (0)24 7652 4617

Student Administration  
team

+44 (0)24 7652 4922



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



## Communication from the University of Warwick

Students should check their university email account regularly as this is the main route for University and Department communication. If you change your postal address during the year, please inform the University immediately. You may find it useful to read the University's policy on email etiquette, which can be found [here](#).

## Online Learning and Assessment Facilities

During your studies, you will frequently use two key online platforms:

- **Moodle:** This is where all your learning materials for each module will be placed. Here, you will find assessment guides, module timetables, session materials, the module evaluation document among other materials.
- **Tabula:** This is where your assessments are submitted to and where tutor feedback can be located (tutor feedback is provided within 20 working days). All coursework submissions are due by mid-day on the date of submission. This is also where you can apply for extensions and mitigating circumstances.

## Timetable

Your personalised timetable will be complete when you are registered for all core modules, and you have been allocated to your lectures, seminars, and other small group classes.

Your lectures may not appear in your timetable immediately but will be viewable by the end of the morning of the next working day at the latest. If a session is cancelled, you will be notified via email at the earliest opportunity.

Further information on your personalised timetable, including guidance on how to access it through Tabula, is available [here](#).

**Saturday school** will take place at the Westwood Campus.

Your day will start with an opportunity for you to engage with the Early Childhood Degree community, giving you the opportunity to learn about different topics from experts and leaders in the field of early childhood or a community engagement activity.

This will be followed by a taught session of your current term's module.



## Key CLL Staff

**Professor  
Ruth Hewston**  
Head of  
Department

**Dr Nalita James**  
Director of  
Academic  
Studies

**Dr Anil Awesti**  
Senior Tutor

**Elaine Moore**  
Student Welfare  
Officer





# Student Wellbeing and Safeguarding

As a student at the University of Warwick, we aim to support you with your wellbeing throughout the duration of your studies. There are several ways in which we aim to do this which are detailed below.

## Emergencies

For emergencies on campus, please contact Campus Security on **024 765 2222**.

## CLL Student Support




All students are assigned a [personal tutor](#) when they start their studies. A personal tutor can provide academic advice, support, and offer feedback. They can also signpost you for support and development opportunities for your academic skills. As part of the monitoring scheme (detailed in the section 'Attendance requirements and monitoring'), you will be invited to meet with your personal tutor in term 1 of each year of your studies. However, we would like to encourage you to keep in touch with your personal tutor throughout the academic year and book tutorials at least once a term.

The [Student Support Team](#) is able to offer guidance and support related to wellbeing, practical study support and guidance, and the process of applying for an extension to your coursework submissions or mitigating circumstances.

## University Wellbeing Support

The University [Wellbeing Support Services](#) offers an access point to all wellbeing services. Following a short consultation, the team can refer you to the most appropriate colleagues for support. In addition, the team offers advice and support appointments on a wide range of issues. If there is something troubling you, or hindering you from focusing on your studies, please reach out to the team. The issues may be:

## Wellbeing Support Services

 [wellbeing@warwick.ac.uk](mailto:wellbeing@warwick.ac.uk)  
 Senate House, Ground Floor  
 +44 (0)24 76575570

- Practical: For example, difficulties with accommodation
- Emotional: Family difficulties, homesickness, support through a disciplinary process
- Wellbeing-related: Concerns about your wellbeing and how you can better manage it, or that of another member of the University community
- Safety-related: Concerns about security harassment or crime



## Health and Safety Policy

The [Health and Safety Policy](#) outlines in broad terms the University's Statement of Intent, Organisation for Health and Safety, and Arrangements for the management of Health and Safety as required by specific University Regulations and Ordinance. This Policy is supported by further topic specific policy, arrangements, and guidance available via the University's Health, Safety and Wellbeing webpages.

## Out of Hours Support

[Wellbeing Services](#) provides [out of hours provision](#).

[Out of Hours online support: Together all is](#) a 24/7 online anonymous support platform and service for mental health difficulties.

[Warwick Nightline](#): Support is [available](#) for students from 9 pm to 9 am daily.

## Campus Security

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](#). [In](#) an emergency on campus, phone [024 765 22222](#) and [in](#) an emergency off-campus phone [999](#), which will take you through to external emergency services. Students should always call 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.



# Our Community Values and Expectations

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. The following will help you understand what this means 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.

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

[University Strategy](#), which sets our vision as a world-class university and our values.

[Warwick Student Community Statement](#), which sets out aims for the University as well as for students.

[University Calendar](#), the main 'rule book' and includes ordinances and regulations which you need to be aware of, including examinations, cheating, use of computing facilities, and behaviour.

[Student 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.



## Ethical Communication and Professionalism

Ethical communication and professionalism of students and staff is a core part of the approach on this programme. It is essential that all communication is respectful. For all queries relating to specific modules, please contact the Module Leader via email in the first instance. The Module Leader is directly responsible for the module, its contents, delivery plan, assessment and marking. They are therefore your first 'port of call' should you have any module-related questions.

In addition to communication with the module tutor, it is also essential that students take a professional approach to conduct when attending taught sessions.

On this programme, we demonstrate ethical practice and professionalism by:

- Interacting with kindness and respect
- Talking thoughtfully – challenging ideas, not people
- Understanding that everyone's contribution is valuable

Part of being a Warwick student means that you always adhere to the Dignity at Warwick Policy. As a member of our community, if you experience behaviour that is not in-line with the Dignity at Warwick Policy you can use the [Report + Support service](#).



### Please consider ...

... reading our [guidance on email etiquette](#) on communicating effectively with staff, peers, and others during your study.





# Course Information



## Your Course Team

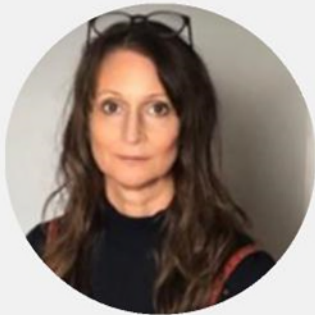


**Dr Charlotte Jones | Associate Professor**

Associate Professor  
Director of Early Childhood, 2+2 and Part Time Degree

✉ [Charlotte.e.jones@warwick.ac.uk](mailto:Charlotte.e.jones@warwick.ac.uk)

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**Dr Rachel Strisino | Assistant Professor**

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📍 WCE1.07, CLL Building



**Maggie Crowley | Teaching Fellow**

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**Karen Baxter | Teaching Fellow**

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📍 WCE1.07, CLL Building

# Student Support

## Student Administration Coordinators

The Student Administration Coordinators (SAC) are responsible for the administration of the portfolio of programmes the Centre for Lifelong Learning has to offer. They are the first point of contact for current and past students with non-academic queries and are able to signpost to relevant services and colleagues where necessary. The coordinators ensure that the programme administration is compliant with university guidelines, whilst maintaining records and systems used in the centre.



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



+44 (0) 24 765 24922



WCE0.1B, CLL Building



Tara Cosgrove

Student Administration Coordinator

## Student Welfare Officer

Our Student Welfare Officer, Elaine Moore, offers support and guidance on a number of student issues from practical study advice to managing your time, transitioning to Warwick or coping with issues of confidence and or anxiety around your studies. The aim of the session is unique to the needs of each student and focuses on finding practical solutions. Elaine can also help students find appropriate specialist services within the University or externally if necessary.



Elaine Moore

Student Welfare Officer

## Appointments

Appointments are 1:2:1 and confidential and available either online or phone on Monday, Tuesday, or Wednesday. To book a slot:

- Go to CLL Student Support (22/23):  
Book a welfare appointment, or
- Contact Elaine:



[elaine.moore@warwick.ac.uk](mailto:elaine.moore@warwick.ac.uk)



+44 (0) 24 7657 5003



# Course Regulations

## FOUNDATION IN EARLY CHILDHOOD

### Core Modules

Code	Title	Level	Year	Credits
CE1D7	Foundations for Learning	4	1	30
CE1D8	How Children Learn and Develop from Birth	4	1	30
CE1D9	Contemporary Perspectives in Early Childhood	4	1	30
CE1E1	Policy into Practice in Early Childhood	4	2	30
CE274	Safety and Risks in Learning Spaces	5	2	30
CE275	Researching Early Childhood	5	2	30
CE282	Inclusion & Special Educational Needs in Early Childhood	5	3	30

### Optional Modules

Code	Title	Level	Year	Credits
CE276	Leadership in Early Childhood Contexts	5	3	30
CE283	Teaching and Learning in Early Childhood Contexts	5	3	30

## BA EARLY CHILDHOOD

### Core Modules

Code	Title	Level	Credits
CE340	Early Childhood in Global Contexts	6	30
CE277	Research Methodologies in Early Childhood	6	30
CE339	Early Childhood Investigations	6	30

### Guidance on Module Selection

Guidance on Module Selection Students can take a maximum of three modules per year but must complete the course within six years. Most students will choose to study 90 credits in year one and two and the remaining 60 credits in year three. 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. 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.



## Non-Credit Bearing 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 early childhood. Throughout the course you will be encouraged and supported to make links between Early Years 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 Credits	Level
Year One	90	4
Year Two	90	4 and 5
Year Three	60	5

## Progression Requirements

Students will have the option to transfer to the BA Early Childhood programme upon the successful completion of year two of the Foundation Degree. Students wishing to transfer are encouraged to speak to their Personal Tutor prior to submitting a Course Transfer form, which is located on the My Warwick page. The Foundation Programme is governed by the Regulations and Conventions laid out by the University, which can be access through the [University Calendar here](#)

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

## University Regulations

We advise that you familiarise yourself with the following University Regulations:

- [Regulation 8 Regulations for First Degrees](#)
- [Regulation 12 Absence for Medical Reasons from a University Examination for First Degrees](#)
- [Undergraduate Degree Classification Rules](#)
- [Harmonised First Year Board of Examiners' Conventions \(including any approved exemptions and specific departmental requirements, e.g., 'required core' modules\)](#)
- [Regulation 37 Taught Postgraduate Courses](#)
- [Regulation 38 Research Degrees](#)



# Quality Assurance and Monitoring Processes

There are a number of important processes in place to ensure that this Degree programme continues to provide high quality teaching and learning experiences for students. This includes:

- **Student Staff Liaison Committee meetings** (termly) – an opportunity for us to gather student feedback
- **National Student Survey** (annually) – an opportunity for us to gather student feedback from students in their final year of the BA
- **QAA Standards** (ongoing) – this provides the subject benchmark statements for academic standards
- **External Examination** (annually) – an individual from another University examines the Degree (including teaching materials, online resources, student assessment and tutor feedback etc.)
- **Module evaluations** (termly) – to be completed by students in the last taught session of each module
- **Moderation** – each module is allocated a moderator (who is not the module leader) who moderates a sample of assessments to ensure a standardised approach across modules and tutors
- **SEFDEY** – this Network endorses the Degree programme
- **Annual module and programme review** (annually) – module leaders complete module reviews that are then collated and help to inform the annual programme review





# Attendance Requirements and Monitoring

The University will monitor your academic engagement and progress using a number of Monitoring Points recorded on Tabula. This gives departments the opportunity to identify those students who are not engaging with their studies and to work with them to address whatever issues they may be experiencing. Your attendance will be monitored on a weekly basis, and you will receive communication from us if you have been absent in the previous week. Your tutors may also be included in this email so that they are able to offer you support.

## How is your progress monitored?

You are required to:

- Attend induction meetings
- Attend all teaching sessions
- Complete module registration

Non-attendance at any of the Monitoring Points is a signal to the Centre that you are not fully engaging with your course. All teaching sessions are compulsory and should be attended unless it is impossible, due to ill health or other difficulties, to do so.

## How do I report a one-off absence?

Health problems or other difficulties that may prevent you from fulfilling or attending any of the above must be reported to the module tutor as soon as possible, ideally before the session begins.

## What happens if I miss more than one or consecutive Monitoring Point(s) due to ill health?

- Students can self-certify for up to a period of seven consecutive days
- You will need to complete a medical form and e-mail this to the [course resource account](#)
- Where an absence is for longer periods of seven days or is at a significant time of assessment or examination then a doctor's note or medical certificate will be required

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

You will be contacted should we become concerned about your attendance as follows:

No of missed Monitoring Points	Actions required by you and the University
3	We will contact you to investigate whether you are having any problems that are preventing you from fully engaging with your course. You will be directed to our Student Welfare team who will be able to support you with any issues or difficulties you may be facing that are preventing you from fully engaging with your course.
5	You will be contacted to inform you that you are at risk of being recommended for termination of your registration at the University.
6	You will be referred to the Continuation of Registration Committee as set out in the <a href="#">University Regulation 36</a> to begin termination of registration proceedings, unless justification for absences is received.
8	If eight Monitoring Points are missed in one academic year, the Centre or the Academic Registrar will invoke the process outlined in Regulation 36 to begin termination of registration proceedings.
<i>At the end of each term, the Centre will report all students who have missed monitoring points to the University Academic Office who will then contact you via e-mail.</i>	

## Monitoring Point Scheme

You can view the University weeks conversion [here](#).

## Monitoring and engagement for international students on a Tier 4 visa

All Tier 4 students are sponsored by the University of Warwick, and it is important that you adhere to the conditions of your visa. It is important that you are engaging with the studies for which your visa was granted. One of the University's responsibilities as a Tier 4 sponsor is to monitor your attendance to ensure you are engaging with your studies and are progressing as expected. If your course includes a work placement or a period of study abroad and your Tier 4 visa covers this period of time, you will continue to be monitored during this time. The University has a responsibility to report to the Home Office (UK Visas & Immigration) if we stop sponsoring you because you have been required to withdraw from your course following poor attendance.

## Policy on Recording Lectures

The University expects all students to participate fully in the learning opportunities offered by their course of study and encourages all students to take advantage of additional opportunities for development, both personally and academically. As part of this, attendance at lectures and seminars is an expectation. (We also believe that notetaking in lectures and seminars is itself a valuable skill.)

It is important that you respect your lecturer or tutor's work and their right to manage the manner in which it is distributed. Lectures and learning materials, including recordings and transcripts of teaching content that are produced as part of your course, are the intellectual property of the University and the staff who develop them and who deliver teaching through a variety of methods.

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

Any transcripts produced or recordings that are made either by teaching staff or with their permission **must not be distributed in any format** (including through posting the recording or a transcription on the internet or any other forum). The information may only be used in support of your own learning or others' registered on the course (with the express permission of the lecturer or tutor). Any offences under the Policy may be dealt with under the University's Disciplinary Regulations.

The University recognises that recording can form a reasonable adjustment for disabled students under the Equality Act 2010. If you wish to record lectures or another learning opportunity in order to make the information more accessible to you due to a disability or learning difference, please contact [Wellbeing Support Services](#).

If Wellbeing Support Services have notified your department that recording lectures will support your learning, you will not need to seek the permission of the lecturer before the lecture begins, but recordings or transcripts must not be distributed in any format.



# Examinations and Assessment

## Assessment Conventions

Modules within the Foundation Degree are assessed at either Level 4 or Level 5, according to whether they are introductory or intermediate. A standard University 20 point making scale is used by tutors and is published in all module guides. Exceptionally some tasks are marked on a Pass/Fail basis. All marking criteria are specified in individual module guides. The Foundation Degree is an unclassified degree. Students either Pass or Fail but will receive a set of marks at the end of the programme. An overall average for Level 5 marks will provide an indication of the general academic performance level but it should be noted that Students' Level 5 marks are not carried forward on to the BA progression route. All marks are only intended to be used as an indicator of performance, which may vary in each module.

## Marking Criteria

All undergraduate modules are marked using one overall system, which runs from 0-100. Marks fall into different classes of performance

70-100	First Class
60-69	Second Class, Upper Division (also referred to as "Upper Second" or "2.1")
50-59	Second Class, Lower Division (also referred to as "Lower Second" or "2.2")
40-49	Third Class
0-39	Fail





## 20-Point Marking Scale

Class	Scale	Mark	Descriptor
First	Excellent 1 <sup>st</sup>	100	Work of original and exceptional quality which in the examiners' judgement merits special recognition by the award of the highest possible mark.
		94	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.
	High 1 <sup>st</sup>	88	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.
	Upper Mid-1 <sup>st</sup>	82	
	Lower Mid-1 <sup>st</sup>	78	
	Low 1 <sup>st</sup>	74	
Upper Second	High 2.1	68	High-quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy, relevance, presentation, and appropriate skills.
	Mid 2.1	65	
	Low 2.1	62	
Lower Second	High 2.2	58	Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation, and appropriate skills.
	Mid 2.2	55	
	Low 2.2	52	
Third	High 3 <sup>rd</sup>	48	Work of limited quality, demonstrating some relevant knowledge and understanding.
	Mid-3 <sup>rd</sup>	45	
	Low 3 <sup>rd</sup>	42	
Fail	High Fail (sub-Honours)	38	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 significant omissions and errors.
		32	Work is significantly below the standard required for the appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.
		25	Poor quality work well below the standards required for the appropriate stage of an Honours degree.
	Low Fail	12	
Zero	Zero	0	Work of no merit OR Absent, work not submitted, penalty in some misconduct cases.

## Learning Outcomes

The learning outcomes are the skills, knowledge and understanding which you will have gained by engaging fully and passing your course. For your course they are outlined below:

### Subject Knowledge and Understanding

Learning Outcome	Learning and Teaching Methods	Summative Assessment Methods	Formative Assessment Methods
Knowledge and understanding of aspects of the social sciences	Lectures, small-group classes, and tutorials.	Unseen written examinations; assessed coursework	Assignments and essays; class discussions and presentations
Understanding of theoretical approaches to study in the social sciences	Lectures, small-group classes, and tutorials; research-based learning	Unseen written examinations; assessed coursework, dissertation (where applicable)	Assignments and extended essays; class discussions and presentations

### Cognitive Skills

Learning Outcome	Learning and Teaching Methods	Summative Assessment Methods	Formative Assessment Methods
Apply theoretical approaches to the study of the social sciences	Lectures, small-group classes and tutorials, research-based learning	Unseen written examinations; assessed coursework, dissertation (where applicable)	Assignments and extended essays; class discussions and presentations
Analyse and interpret in a critical way	Lectures, small-group classes, and tutorials.	Unseen written examinations; assessed coursework, dissertation (where applicable)	Assignments and extended essays; class discussions and presentations
Exercise and demonstrate independence of mind and thought	Lectures, small-group classes, and tutorials; student-led library-based workshops, scenarios, simulations, case studies	Unseen written examinations; assessed coursework, presentations; dissertation (where applicable)	Assignments and extended essays; class discussions and presentations

## Subject-Specific/Professional Skills

Learning Outcome	Learning and Teaching Methods	Summative Assessment Methods	Formative Assessment Methods
Retrieve, sift, and evaluate information from a variety of sources	Small-group classes and tutorials, research-based learning	Assessed coursework, dissertation (where applicable)	Assignments and extended essays, class discussions and presentations
Plan, undertake and report a bibliographically based piece of research	Small-group classes and tutorials; student- led library-based workshops, web searches	Assessed coursework, dissertation (where applicable)	Assignments and extended essays, class discussions and presentations

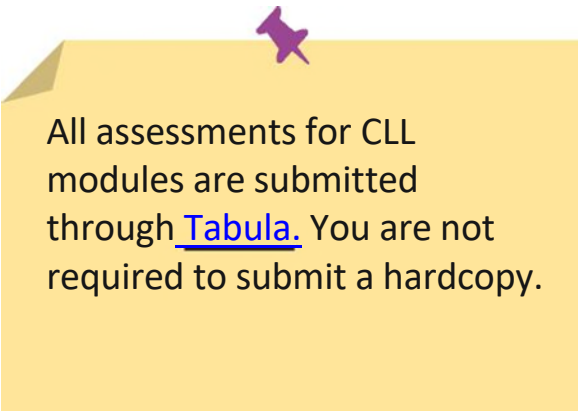
## Key Skills

Learning Outcome	Learning and Teaching Methods	Summative Assessment Methods	Formative Assessment Methods
Written communication skills	Small-group classes and tutorials	Assessed coursework, examinations, dissertation (where applicable)	Assignments and extended essays, class discussions and presentations
Oral communication skills	Small-group classes and tutorials, independent learning	Assessed presentations and any other group tasks	Class discussions and presentations
Working with others	Small-group classes and tutorials, independent learning	Assessed presentations and any other group tasks	Class discussions and presentations, other group activities
Problem solving	Small-group classes and tutorials, independent learning	Assessed coursework, dissertations (where applicable)	Assignments and essays, class discussions and presentations, other group activities
Information technology	Access to University training and online resources	n/a	Essays, projects, and feedback on work
Numeracy	Students will have the opportunity to develop numeracy skills through optional modules	Examinations (mostly unseen) and assessed coursework	Essays and projects

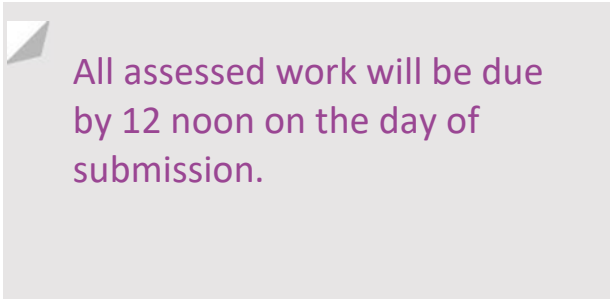
## Submission of Assessed Work

### Assessment Deadline Dates

Tutors work hard to balance a number of factors in setting the deadlines for assignments. There must be a manageable timescale for assignments to be completed, assessed, and returned. Students need time to experience the necessary learning addressed in a module before they can write about it. Tutors also aim to ensure that there is a reasonable spacing of submission dates for assignments across the range of modules students will be studying at the same time.



All assessments for CLL modules are submitted through [Tabula](#). You are not required to submit a hardcopy.



All assessed work will be due by 12 noon on the day of submission.

Whilst there are sometimes considerable pressures to meet deadlines, these are [carefully set](#) to be in the best interest of [everyone concerned](#) and must be observed. It would not be fair if some students had extra time to complete their work by submitting it later than others on the same course for no good reason.

Each module guide includes a paragraph explaining that extensions can only be granted in specific circumstances, and students are advised to plan their time carefully so that they can meet the deadlines set.

**You are strongly advised to back up your work electronically e.g., on a USB or external drive, at all stages. Extensions requested on the grounds of losing work on computers are unlikely to be granted.**

Different assignments will obviously be used to assess different things. There are, however, some general principles that will contribute to students' success in any assignment, and these are explained below. Module tutors will also explain the assessment requirements for their module, and this will be reinforced by the written module guides.



## Extension Requests

Extensions are available to take account of disruptions affecting academic performance in the run up to assignment deadlines. Students must submit an extension request on Tabula. Guidance on how to submit an extension request can be found [here](#).

Wherever possible, the request should be submitted before an assignment is due. If this is not possible, the request should be submitted as soon as possible after the deadline. A decision will be returned to the student within 3 working days.

**For full-time students**, extensions can be granted for up to 2 weeks per assignment in the first instance. If the assignment cannot be submitted within the 2-week period, a further and final 2 weeks can be requested. Following the 4-week period, if the assignment is still not submitted, students should submit a mitigating circumstances application.

**For part-time students**, extensions can be granted for up to 4 weeks per assignment in the first instance. If the assignment cannot be submitted within the 4-week period, a further and final 4 weeks can be requested. Following the 8-week period, if the assignment is still not submitted, students should submit a mitigating circumstances application.

Students must outline the reason for the extension request in the free text box. Supporting evidence should be attached if available but is not required if the disruptions experienced are difficult to evidence or evidence is difficult to acquire. At the point that a second extension is submitted for an assignment, the student's Personal Tutor and CLL Senior Tutor or Student Welfare Officer will be notified in order to highlight the challenges being experienced and to provide pastoral support.

## Deferral of Examinations

Students who are unable to take online assessments may apply to defer their examinations to the next available assessment period. Requests for deferrals may only be made if a student knows ahead of the assessment period that they will be experiencing significant difficulties which are both acute and expected. For example, those who do not have access to appropriate technology to enable them to complete assessments online, those who are very ill, or those with significant caring responsibilities during the current period of restricted movement.

Deferral of assessment would not be seen as a substitute or alternative to a department making Reasonable Adjustments to assessments but may be made as a recommendation by Disability Services where all other avenues for supporting reasonable adjustments have been exhausted.

If you would like to discuss this policy, please contact [Dr Anil Awesti](#).

## Late Submission Policy

On undergraduate programmes, if no formal extension has been granted, late assignments will be penalised 5 percentage points for each full working day they are submitted after the deadline (or the agreed extension date) until the mark is reduced to 0.

## Word Count Policy

All coursework assignments will specify a word count with a leeway of 10% either way. Assignments that are under the word count will be marked, but the low word count will impact on the mark awarded. It is unlikely that an assignment that is more than 20% below the minimum word count will meet the assessment criteria and so this work would most likely fail. Quotations are included in the word count, but reference lists and appendices are not.

## Cheating and Plagiarism

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

<b>Plagiarism</b>	Plagiarism is the reproduction, and presentation as one's own, of the words or ideas of another. Examples include: <ol style="list-style-type: none"> <li>1. verbatim copying of another individual/institution's work without acknowledgement;</li> <li>2. close paraphrasing of another's work by simply changing a few words or altering the order of presentation, without acknowledgement;</li> <li>3. unacknowledged quotation of phrases from another's work;</li> <li>4. the deliberate and detailed presentation of another's concept as one's own.</li> </ol>
<b>Self-Plagiarism</b>	Self-plagiarism is repeating one's own, earlier work, without acknowledgment. You may not copy work that you have already presented for a summative essay or dissertation in another piece of work.
<b>Contract Cheating</b>	Where a student is found to have submitted work for assessment that is procured through a third party, with or without a payment being made, this would be considered "Contract Cheating" and is a form of plagiarism. You may not purchase or ask another person to complete an essay or sit an exam in your place. Always acknowledge any third-party assistance (beyond that of your tutor), for example, with proof reading or providing references.
<b>Collusion</b>	Collusion is the collaboration by a student with another person in producing a piece of work submitted for assessment, where that piece of work is presented as being solely the work of the student. If you allow another student to copy some or all of your work, even if you consider this is helping them, you may be considered to have cheated alongside the student who copied the work. Whilst the Centre encourages students to work together and read each other's essays, all work submitted must be your own.



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

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

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

### CLL's Plagiarism Policy

If the marker suspects cheating, the assignment will be sent to the Module Leader to review.

If the Module Leader suspects that cheating may have taken place, you will be invited to meet with the Academic Conduct Panel, accompanied by your Personal Tutor. Academic judgement will be used to decide whether the case is not proven; poor academic practice; or plagiarism.

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

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

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

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

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

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

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

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

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

## Investigating Committee of the Senate

Plagiarism cases will usually be referred to the Investigating Committee of the Senate, a university level committee, if they meet one or more of the following:

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

## Impact on Assessment Feedback

If a member of staff suspects a case(s) of plagiarism whilst marking, the rest of the cohort will receive their feedback within the normal timescale and those under investigation will be informed of why their work will not be returned at the same time. If, after investigation, the work is found not to be plagiarised, the work will be marked and returned within 20 University working days of the end of the investigation.

It should be noted that formative assessments will also be checked for plagiarism and, if detected, advice will be provided on how to avoid cheating in the future. A record of the case will be kept on file and may be used in future investigations.

If you are unsure what constitutes plagiarism or poor academic practice, please discuss with your module tutor or personal tutor at the earliest opportunity.

- Further details governing plagiarism, as well as details on the University Investigation Committee of Senate, may be found in the [University Calendar \(Regulation 11b\)](#).
- Further details governing student disciplinary offences may be found in the [University Calendar \(Regulation 23\)](#).



## Proofreading Policy

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

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

### 1. Expectation of pieces of work submitted for assessment

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

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

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

### 2. Acceptable practices by proof-readers

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

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

- Common typographical, spelling or punctuation errors
- Formatting and layout errors and inconsistencies such as page numbers, line spacing, font size, headers, and footers
- Grammatical and syntactical errors and anomalies
- Lexical repetition or omissions
- Sections of text where the meaning is ambiguous

- Minor formatting errors in referencing (for consistency and order)
- Errors in the labelling of diagrams, charts, and figures.

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

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

### 3. Exceptions

In some disciplines and for particular pieces of assessment, it may not be appropriate for any proofreading to take place e.g., where correct grammar is part of the assessment criteria. The Module Tutor will inform you if it is inappropriate for work to be reviewed in advance of you undertaking the assessment.

In addition, the University considers there to be a small number of exceptions in regard to the expectations set out in this Policy. These are detailed below.

- **Disabilities:** Disabled students whose disability means that they may need proofreading support that would exceed the limitations set out in this policy should liaise with their personal tutor and the Student Support department. Regardless of the form in which further support is provided, the content of the work submitted for assessment should be exclusively the students.
- **Collaborative Assignments:** The University acknowledges that a number of departments and modules require students to work closely to produce a collaborative piece of work for assessment. The content for these assignments will necessitate a process of drafting and re-drafting of content by a number of different members of the team. This process is a key part of the learning experience. In these cases, students may actively edit content of other students within the Group although it is expected that, collectively, the group is bound by the expectations set out in this policy in respect to engaging with further third parties. This exception only applies to those pieces of work that are explicitly assessed as part of a group exercise. No form of collusion should take place regarding standard individual pieces of work and when detected, such cases may be subject to referral under the Plagiarism and Cheating Policy.

## Assessment Guide and Feedback

This is an introductory guide to writing assignments, which are assessed as part of your degree. It is principally designed to explain what is required of you in relation to writing and submitting assignments for assessment, but also aims to explain the reasons for these requirements. You should retain and refer to this guide throughout your time on the degree.

This guide is not designed to teach you how to go about the process of planning, drafting, redrafting, and editing your assignment, since detailed presentation of such advice would make this basic guide too long. However, it does provide a list of books and other sources of advice about the process of assignment writing. You should make use of these resources to help you develop and improve your academic writing. You should meet with your personal tutor if you need any help or additional guidance at any stage.

### What is an Assignment?

Assignments are pieces of work set by course tutors as one means of assessing that you have acquired the knowledge and understanding required to pass the course. All modules are assessed entirely by course work. If a module has one or more prescribed assignments, then the module guide will specify the following details about the assignment.

### The Nature of Set Assignments

This will usually be a specific assignment title set for all students. Occasionally, a choice of titles might be given, or – as you progress through the course to more independent study – you might be asked to decide on a title with tutor. On some modules, the assignment might not be a conventional assignment at all. For example, it may be workplace-based task related to professional practice, a presentation, or a portfolio but your module tutors, together with the individual module guidance, will explain what you have to do.

### The Length of Assignments

You are expected to keep to the word length specified for an assignment. This is important for several reasons. Firstly, to be fair to all students, everyone has to have an equal opportunity to deal with the task set. Hence, it would not be fair if one student took 5,000 words to discuss a topic while another observed 2,000 words limit. Secondly, there is a correlation between the length and level of each module and the length of assignments. This means that the balance of assignments across the whole degree gives appropriate weighting to the different components. Thirdly, there is obviously a limit to the amount of work any tutor can reasonably be expected to read.

You **must** specify your word count at the end of each assignment. A divergence of more or less than 10% of the set word allowance may incur a penalty.

## The Purpose of Assignments

As a student on the Undergraduate Course, you are required to demonstrate that you are learning from your studies. On the Degree, this is done through assessed coursework. The nature of assessments on the Degree reflects the University's aim of giving students the opportunity to be assessed in a variety of ways.

Coursework assignments provide an opportunity for tutors (and, sometimes, External Examiners) to check that students have acquired the knowledge and understanding required to pass the module. Marks for assessed coursework contribute to students' overall profile of academic achievement. This means that students receive a written feedback sheet from tutors explaining not only what they have achieved, but also how future assignments may be improved.

All marks are provisional until confirmed by the examination boards each year.

## What We Expect of Your Assignment

At undergraduate level, more is expected of you than in academic writing you may have done in previous studies. You are required to be more independent in undertaking preparatory reading for assignments; in organising their ideas, and in formulating their own arguments. At the same time, you must demonstrate that you are familiar with established areas of knowledge, and this presents a challenge for all students: how can you be original and independent and also show that you have read and understood knowledge and ideas that have already been expressed by published academics? Achieving this balance within written assignments is a significant skill that students develop gradually – and at different rates – as they progress through the course.

The experience of being an undergraduate will – sometimes explicitly and sometimes more subtly – familiarise you with the conventions of academic writing. While you are a university student, you are a member of an academic community. If you ever go on to undertake further study, such as a higher professional qualification or a research degree, you will be expected to know about the conventions of academic writing.





## Making Use of Your Reading

Reading is essential, both for developing your subject knowledge in each module and to provide you with models of good academic writing. Every topic you study on your degree will have been written about by researchers, theorists, or other specialist bodies. If you are going to develop your knowledge and understanding, you will need to read some of what has been written by those who have studied the area in greater depth than you are likely to be able to as an undergraduate. This is the reason why tutors give prescribed and recommended readings on all modules. As an undergraduate, you will meet a wider range of reading about topics than you have ever encountered, or needed, in your previous studies. Often this reading will present you with differing views and beliefs which you will be encouraged to analyse and critically evaluate in your own writing.

## Referencing

It is important to understand how to correctly reference and we are here to support you. You can also find additional support from the University of Warwick library:

[Referencing - University of Warwick Library](#)

Here we provide an overview on referencing that focuses on general issues of academic style and includes a very brief introductory guide to basic citation

**Purpose of referencing:** The purpose of referencing is to ensure that any work drawn upon is credited to the author/s, and plagiarism (i.e., presenting the work of someone else as your own) is not committed. It enables readers to trace the source for themselves and it provides evidence about the nature, relevance, and currency of sources used.

**Activity:** Please read the three sentences below and consider their similarities and differences,

*The esteemed author and professor, Dr David Kolb of Case Western Reserve University, now argues in his 2014 book published by Pearson Education and entitled 'Experiential learning: experience as the source of learning and development' that experiential learning more closely resembles a spiral rather than a cycle.*

*Kolb (2014) now argues that experiential learning more closely resembles a spiral rather than a cycle.*

*It is now argued that experiential learning more closely resembles a spiral rather than a cycle (Kolb, 2014).*

The first sentence is an attempt to acknowledge the author of a source. The problem is that it is rather wordy and ponderous in style. The second and third sentences are more concise ways of expressing the same thought (although they do it slightly differently and this will be discussed in the next section). They are examples of the author-year method of citation and more typical of academic writing style.

**Author-Year:** You are required to use the author-year method unless previously agreed with your Course Director or Supervisor. This system is very widely used and enables the reader to identify quickly the source used without leaving the page. It is also relatively easy to pick up and use in its basic form.

**In-text Citation in Basic Form Using the Author-Year Method:** In the main text, cite the author's surname and year of publication.

#### Example A: Narrative Citation

*A useful text on practical counselling skills is provided by Nelson-Jones (2000) in which they discuss the core concepts of counselling.*

This type of sentence draws attention to the author and makes them the focus of the argument. It is called a narrative citation and can appear anywhere in the sentence provided the meaning is clear.

#### Example B: Parenthetical Citation

*It has been suggested that listening skills are concerned with both what is said and how it is said (Nelson-Jones, 2000).*

This type of sentence focuses more on the concept or argument with the specific author taking a secondary role. It is called a parenthetical citation and the author-year can appear in the middle or end of a sentence.

Both types of writing are correct but they have slightly different effects on your writing and on the reader and so it is helpful to be aware of the difference.

**Developing Your Style:** Developing a good standard of referencing is a key feature of academic work but it is perhaps even more important to allow your own academic voice to emerge. To get this in perspective, provided you consistently use the author-year method you are very unlikely to run into serious referencing difficulties. If you get the particular details of the method wrong, then this is usually a fairly minor presentational issue relating to under 10% of your marks.

One problem that can emerge is that your work becomes so clogged with the assiduous acknowledgment of other people's ideas that your own ideas, opinions, and experiences fail to come through. You can make your work come alive by relating concepts and arguments to your own experiences. You can also combine accurate description of your academic reading with application and evaluation of it, this serves to bring in your own views. You can identify similarities and differences between academic sources and challenge conventional interpretations. These are all features of good academic writing.

**Direct Quotation:** If a direct quotation is used, the page number must be shown. Shorter quotations can appear within quotation marks in a sentence. Longer quotations should appear as separate paragraphs and be indented. In the latter case, quotation marks are not used. Generally, italics are not used to present quotations.

If the original author used italics in the section you are quoting, include these in your quotation and indicate that these are from the original. You can use your own italics to stress an aspect of a quotation but should clearly indicate this.

Accurate quotation is a good way of avoiding plagiarism, but it is not the only way. A further problem is that quotation can use up your available word count with quite descriptive writing. Excessive quotation should therefore be avoided. Paraphrasing (or summarising an author's ideas) is another way of showing your understanding and avoiding plagiarism. The examples A and B above demonstrate paraphrasing. More guidance is available [here](#).

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

**Citing a Secondary Source:** If you wish to cite the work of an author, but do not have access to the original source, you should cite in-text both the original author-year and the secondary source author-year with page number for the latter. In the reference list, you would only list the secondary source. It is better to acknowledge a secondary source than to cite it as if you had read it in the original. Try to avoid excessive reliance on secondary sources. This is especially the case if the source constitutes a central part of your work as it is important to show close understanding of the original.

**The Reference List:** The reference list appears at the end of your work and contains more details on each publication you have cited. It is presented in alphabetical order with all the entries in a single run i.e., you do not produce a separate list for books, articles, websites etc. It should only include publications you have cited in your main text. Publication details usually include author surname(s), initial(s), year of publication, title of publication, publisher or journal, and page spans. The exact details needed vary according to system used.

**Keeping Full Records:** You are advised to keep full records of every source. Everyone has had the unfortunate experience of having to chase up lost referencing details. If it is not done as you go along, you may waste hours trying to remember who said it and where you read it, and further hours trying to regain access to it!

It is also a good idea to keep full details of your references so that these are available if needed for another use such as publishing a paper or another piece of coursework (perhaps at another institution). This is important as different journals and institutions vary in the systems employed. This will help avoid having to go back to your original sources.

**Referencing Software:** It can be helpful to use referencing software such as Endnote. These packages are now widely available. You may find them most helpful if working on a dissertation or thesis and they can also make the production of coursework easier. There is more information on this available via the [library](#).

**Detailed Referencing Guides Provided by the Library:** Each department in the University now signposts towards the central library resource for more detailed referencing queries including the writing of the reference list. This is because there are many different referencing systems available and many variants of the author-year system. Each department must specify the system(s) that students must use.

**CLL students must use either the Harvard system (Warwick WMS) or the APA system.** These are both examples of the author-year method.

Full guides to these systems are available via [this](#) link.

#### Harvard system (Warwick WMS):

The Harvard system (Warwick WMS) is an example of an author-year system specific to the University of Warwick. It is updated locally and many departments at the University use this system. Most universities produce their own versions of Harvard style. Some of these are quite detailed (e.g., the Leeds University and Anglia Ruskin University online guides) and can be used for more specific queries with the proviso that each version is slightly different so inconsistencies may arise from using more than one version.

#### The APA system:

The American Psychological Association (APA) produce a detailed style guide covering all aspects of academic writing of which referencing forms a part. It is not necessary to follow all aspects of the APA writing style in order to use their referencing system. The APA system is an internationally recognised example of an author-year system used across the social sciences worldwide. This may be worth bearing in mind if you are considering publications and/or writing for a wider audience. It is regularly updated and very useful for resolving more detailed referencing queries particularly via the [online companion site](#).

#### More background:

For further background, there is no definitive author-year or Harvard system although the latter term is sometimes used as if it is. Strictly speaking, although a little confusingly, Harvard system (Warwick WMS) and APA system are *both* examples of Harvard systems. An interesting discussion is available [here](#).

## Making Use of Your Own Experience and Ideas

Finding your own 'voice' as an academic writer can be a difficult process. You will notice, as you read, that there are wide variations in writing style, and you may find some of these more effective than others as a model for your own writing.





You need to be clear and accurate in the expression of your ideas. Students' attempts to take on a formal academic writing voice sometimes leads to confusion in sentence construction (syntax). Tutors will indicate to you if this is a significant problem in your writing, and you will need to take remedial action, making use of the support outlined below.

There is sometimes confusion about whether it is appropriate to use the first person in assignments (i.e., 'I think that...' rather than 'It is thought that...'). The reason why use of the first person in academic writing is discouraged is that it is associated with general or subjective opinion rather than scholarship backed by objective evidence. In many components of the Degree, however, you are encouraged to reflect on your own experience, so use of the first person may be appropriate. Module tutors will offer guidance on this.

Another aspect of writing that varies in its usefulness across different types of assignment is the use of headings and sub-headings. Once again, your reading can inform your writing here. If published writing does not include sub-headings, there is likely to be a good reason for this, such as the need for an extended thread of argument. Conversely, a factual report, for example, might require short sections which, together, provide a concise summary of research findings. In this case, sub-headings can act as useful 'signposts' for the reader. Your tutors can advise you about whether such divisions are appropriate in the kind of text you are intending to produce.

It is becoming widely accepted that it is inappropriate to use masculine nouns and pronouns to refer to people in general, although this was once a standard convention. You should avoid constructions such as 'Man has learned a lot' or 'Men have always hoped to conquer disease' as gender is irrelevant in the context of these statements. Similarly, if you are making a generic point about children or practitioners in an assignment, it is often unnecessary to refer to gender



## Presentation

Assignments are assessed primarily on the effectiveness with which you have addressed the assignment brief and met the assignment criteria. It is essential, however, that you write in clear standard English grammar and respect the referencing conventions of the course. This is very important so that your ideas are presented accessibly and effectively to the reader. When sentences are grammatically inaccurate and poorly punctuated or if spelling is poor, it can be very difficult to follow the writer's line of thought.

You should, therefore, pay attention to all of the following:

- **Number all pages (your tutor may wish to refer to specific pages in the feedback on your assignment.)**
- **Use size 11 or 12 Arial or Times New Roman black font.**
- **Use 1.5 spacing;**

## Spelling, Grammar, and Punctuation

Assignments should be clearly structured and written using accurate sentence structure. Punctuation and spelling should be accurate. This is essential so that your meaning is conveyed clearly to the reader; significant inaccuracies will therefore be penalised. Tutors cannot highlight every repeated error if these are high in number but will draw your attention to specific aspects of written English that require development. You will then be responsible for taking action to improve your writing skills, making use of the support outlined below.

Always proofread and check carefully for errors before your final submission. If in doubt, it can be helpful to read each sentence aloud to ensure it makes sense and each point is clearly expressed. Do not rely on spellcheckers as these will not highlight all misspelt words depending on the context in which they are written (e.g., 'their'; 'there'). Moreover, American spellcheckers will not highlight differences in standard English and standard American English spelling (e.g., 'colour'; 'color')

## Support for Assignment Writing

Most students find that, over time, they can manage the process of writing assignments for assessment at university level. The guidance given here may seem daunting at the start of the course. Furthermore, the first year of the degree is seen as an opportunity to develop your knowledge of academic conventions and your tutors recognise that you are engaged in an ongoing process of learning.

You may, however, wish to seek further support and some students experiencing difficulties may need to take remedial action to improve their writing. You may choose to:

- Consult the books in the bibliography
- Consult the Study Skills tools on the University web pages
- Seek one-to-one support from the Student Welfare Officer

Writing assignments is an integral strategy for developing your thinking skills and academic competence. You can learn a lot from it. We also hope that – at least some of the time – you will enjoy the experience!



### Summary of requirements for Assignments

Follow the instructions about individual assignments given in each Module Guide. Make sure that you observe:

1. The word limit (which must be specified).
2. The deadline for submission.
3. Make sure that your assignment does not contain anything which could be regarded as plagiarism – reproduction of the work of another person without acknowledgement.
4. Use the Harvard System of Referencing accurately.
5. Do not use foot notes.
6. Make sure you express your ideas clearly.
7. Use a style appropriate for the kind of assignment you are writing.
8. Avoid language that may be offensive to anyone.
9. Any references to people or professional settings must respect anonymity and confidentiality.
10. Include your targets on the cover sheet.
11. Number your pages.
12. Be accurate in your sentence construction, spelling, and punctuation.
13. Keep a record that you have submitted the assignment.
14. Keep a copy of your assignment.



## Assignment Feedback

It is essential that, before planning and drafting each new assignment, you reflect on advice given to you by module tutors in earlier assignments to help you progress academically. If you are ever unsure of the meaning of assignment feedback, you should always contact the relevant tutor for clarification.

**Marker Feedback:** Tutors' feedback comments specify:

- Positive features of the assignment;
- Ways in which the assignment brief might have been addressed by the student more effectively;
- Generic advice designed to help students improve their future academic work.

All assignments are marked according to specific assessment criteria. Tutor advice is objectively analytical and, therefore, it will not be written in an informal or anecdotal manner. If students are unsure of any aspect of feedback or do not understand why a mark has been awarded, they may ask the module tutor to explain further.

Assignments are anonymously marked as the marking process is intended to be common and fairly applied to all students rather than based on markers' individual preferences or personal knowledge of students. Students should read the feedback sheet and on-script comments carefully. They should then, ideally, note targets for improvement straight away and add these to the top of their next assignment feedback sheet.

Some assignments are seen by External Examiners, whose responsibility is to ensure that assessment is carried out fairly and in accordance with the regulations. Other Quality Assurance Inspectors also expect to see a sample of students' assignments as part of their inspections of courses.

It is important that you keep all feedback sheets over the three/four years in a separate section of your development file, in date order, in order that they can be readily available for personal tutors, External Examiners, QAA Inspectors etc. They will also provide you with a record of your achievements.





## Mitigating Circumstances

During the course of study, you may experience **exceptional unforeseen short-term** circumstances which are outside your control and might have a detrimental effect on your studies. Some students have a late identification of a disability and so reasonable adjustments to assessments may not be in place. Both scenarios are dealt with through the University's mitigating circumstances procedure. It is important that you always tell your Personal Tutor/Departmental Senior Tutor of any mitigating circumstances or reasonable adjustment needs as early as possible to ensure that appropriate support is put in place.

### Definition

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over (e.g., serious illness, death of someone close, being the victim of a crime, family difficulties and unforeseen financial hardship);
- Situations with significant impact on your ability to undertake assessments/examinations which are **independently evidenced** in a timely fashion; (e.g., doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short term, the timing of which are relevant to the impact on your study (normally within three weeks of the relevant assessment event or deadline).

In general terms, mitigating circumstances must be (a) significant (they have more than a minor impact on you), (b) unexpected (you must have had no prior knowledge of the event), (c) unpreventable (there was no reasonable steps you could have taken to prevent the event), (d) relevant (you must be able to link the event, and its impact on the period for which your claim is being made) and (e) corroborated (it must be independently verifiable and the evidence must meet the University requirements).

*Note: Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments policy which can be viewed [here](#).*



## University Support for your Mitigating Circumstances

The University offers support through a number of mechanisms for individual mitigating circumstances. If you are in any doubt about whether your situation is eligible as a mitigating circumstance, you should consult either your Personal Tutor or the Departmental Senior Tutor. Additionally, you may wish to consult staff outside your department for extra support and guidance, e.g., Wellbeing Support Services or one of the advisors at the Students' Union Advice Centre. Even if your circumstance is not eligible for consideration it may nevertheless be something for which you should seek support.

*Note: A successful mitigating circumstance case does not excuse you from an assessment as the learning outcomes for the module(s) affected must still be undertaken. It may lead to an extension for assessed work or a resit opportunity (as a first attempt or for a capped mark) for any test, oral or written examination (to be taken at the earliest scheduled opportunity).*

## Confidentiality

Information provided by you is sensitive and will be treated confidentially and in line with General Data Protection Regulation (GDPR). Any student who believes that the mitigating circumstances submission contains sensitive personal information and/or highly confidential evidence, may submit their mitigating circumstances marked "strictly confidential and for the attention of the Chair of the Mitigating Circumstances Panel only". The information will be relayed by the Chair to the Mitigating Circumstances Panel (MCP) in each Department and/or Faculty without divulging the details of the sensitive nature of the information. Subsequently, the MCP will decide on the recommendations to be made to the Board of Examiners. Any further communications to other bodies (such as to Board of Examiners boards and/or module leaders) is **only** permitted to list the type of mitigation agreed and reporting the appropriate grading of the MC submission **and not** the details of the circumstances or any evidence or how it was assessed.

## Reporting Of Mitigating Circumstances

While it is acknowledged that you may be reluctant or not comfortable disclosing relevant information pertaining to private or sensitive issues or mental or physical health difficulties which are impacting on your academic progression, this cannot be used as an excuse not to do so. We cannot take into account circumstances that we are not told about. To ensure fairness to all students, it is your responsibility to fully disclose all relevant mitigating circumstances within the time frames laid down by your department. Once marks have been officially released to you, it is too late to submit mitigating circumstances and retrospective applications. Consequently, mitigation where a student did not wish to raise their issues until

they received their results, will not normally be considered, or accepted. All applications for mitigating circumstances are treated confidentially, and only a small number of staff will sit on the panel which decides the outcome.

***What if I miss the deadline?*** Mitigating circumstances not submitted by the relevant deadline cannot be considered by the appropriate Board of Examiners and may only be considered by an Academic Appeals Committee as part of an academic appeal. Please see [Regulation 42](#).

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

## Submission of Information

- You should normally discuss your mitigating circumstances with your Personal Tutor or a Departmental Senior Tutor before submission (this allows you to be signposted to relevant University support services).
- You must submit a mitigating circumstances application through your [personal Tabula page](#).

## Guidance on Types of Mitigating Circumstance

In principle, if your circumstance requires treatment or support by a professional<sup>1</sup> or a University Support Service, it is likely to qualify as a mitigating circumstance. If you have not accessed support, then it might not be serious enough to warrant mitigation.

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<sup>1</sup> Where your Mitigating Circumstances relate to physical or mental health conditions you should provide documentation from a medical practitioner or a practitioner who is registered with an appropriate professional body such as the British Association for Counselling and Psychotherapy, the UK Council for Psychotherapy, the British Psychological Society, or an appropriately qualified Student Support professional. Medical practitioners in the UK should be members of a recognised professional body such as the General Medical Council, Nursing and Midwifery Council, General Chiropractic Council, General Dental Council, General Optical Council, General Osteopathic Council, General Pharmaceutical Council, Health Professions Council or Pharmaceutical Society of Northern Ireland. If you have sought medical attention abroad the certificatory must be licensed to practise in the country in question. Where your Mitigating Circumstances relate to non-medical conditions you should provide evidence from a solicitor, a court or tribunal officer, a police or fire officer, an official certificate (e.g., Birth or Death Certificate), a Departmental or Faculty Senior Tutor. University Services Evidence can also be obtained from the following Warwick services: Student Support, Financial Hardship, Disability Services and Mental Health and Well Being and the Students' Union Advice Centre.

For example, if an illness **does not require medical treatment** (e.g., medication prescribed by a GP, GP visit or a referral to specialist physical or mental health services) or is minor (e.g., cough or cold) then it will not normally be eligible. Similarly, typical short-term assessment/examination stress and anxiety is **expected and normal** and might not meet the mitigating circumstance criteria. Students who have been diagnosed with long term mental or physical health conditions (e.g., anxiety, panic attacks) may be eligible for reasonable adjustments for study which are recommended by either the Mental Health and Wellbeing Team or [Disability Services](#).

Students would need to provide additional evidence of worsening or new symptoms or any other circumstances that would have impacted on their academic performance during the assessment period to meet the mitigating circumstances criteria.

***Note:** Evidence of serious physical or mental illness must demonstrate that advice or treatment was sought at the time, or soon after any illness. Disclosure weeks or months later would not normally be eligible or will carry very little weight.*

Claims based on the following fall normally within the definition of mitigation circumstances (the list is not exhaustive):

- A significant deterioration of a permanent or chronic condition close to assessment (normally within three weeks of the assessment due) which you have already reported and is already covered by reasonable adjustments OR/IF the reasonable adjustments do not fully address the impact of the condition and still leave you at a disadvantage over others.
- Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.
- Death of someone close to you around the time of the assessment.
- Serious illness or accident (including significant caring responsibilities) of someone close to you at the time of the assessment.
- Significant change in employment circumstances beyond your control (part-time students only).
- Significant change in personal or unforeseen financial circumstances (e.g., divorce of student, fire, court appearance by student, acute accommodation crisis).
- Late diagnosis of a disability, including Specific Learning Difficulty (SpLD).
- Bullying, harassment, or threatening behaviour.
- Victim of a crime or involvement in a criminal case (e.g., as a witness).

***Note:** This list is not exhaustive and if you feel that you want to report a claim for mitigating circumstances which is not listed above but does in your opinion represent a mitigating circumstance, you should list the mitigating circumstances on your mitigating circumstances form and submit it for consideration as published by the department. The department will seek advice to ascertain if the mitigating circumstance falls within the definition of mitigating circumstances.*



Claims based on the following would not normally be considered to fall within the definition of mitigating circumstances (the list is not exhaustive):

- A permanent or chronic condition which you have already told us about and is covered by reasonable adjustments.
- Circumstances that do not relate to the assessment period in question unless independent evidence is provided which demonstrates the ongoing detrimental impact of a personal situation/medical condition.
- Minor illnesses, minor injuries (e.g., coughs, colds etc.) not requiring treatment from a qualified practitioner and that in a work situation would not normally lead to absence.
- Minor illnesses of relatives (unless you have substantial care or support responsibilities for the person).
- Examination stress and anxiety unless a flare-up of a pre-diagnosed illness/condition.
- Stress or symptoms of anxiety or low mood which do not meet the criteria or threshold for a diagnosis of an anxiety or mood disorder.
- Pressure of academic workload.
- Computer, printer, or other IT failure.
- Temporary self-induced conditions, e.g., hangover.
- Travel disruption (e.g., traffic jams, delayed trains).
- Misreading or misinterpreting of an assessment title, assessment dates, time, and deadlines.
- Claims submitted without independent supporting evidence.
- Assessment dates being clustered or close together unless there has been a specific recommendation for reasonable adjustments which includes spacing of assessment dates.
- Employment or other types of external work (unless due to hardship that could not be foreseen).
- Non-academic activities and events that can be planned (such as holiday, moving house, weddings, normal sporting events etc.) or that were foreseeable and preventable.
- Late disclosure of circumstances on the basis that the student did not feel comfortable submitting mitigating circumstances prior to the relevant Board of Examiners' meeting where marks are confirmed (i.e., only submitting mitigation after they have failed an assessment.)
- Staff absence due to illness or other unforeseen circumstance.
- Ignorance of the regulations or examination or assessment arrangements.



## Acceptable Evidence

Evidence is a vital part of a mitigating circumstances submission. Without it your claim will be rejected. It must be:

- Written by an independent qualified practitioner<sup>2</sup> (letters from relatives are not acceptable), dated and written on headed or official notepaper and in English. If the letter is in another language, you must provide both a copy of the original note and a certified translation into English. The University may seek to verify the accuracy of the translation provided.
- Photocopy or scanned evidence is acceptable.
- Written around the time you were experiencing your claim in order for an assessment to be made on the impact of your claim. **Evidence written sometime after the event will not normally be accepted as it is not possible to evidence the impact of the claim on the individual during the period affected.**
- Comprehensive and up to date evidence referring to physical or mental health should be obtained normally after an appropriate face-to-face consultation with a qualified practitioner. Evidence obtained via a consultation over the phone (unless from a UK GP) or over the internet may be given less weight and will be rejected if it has been written sometime after the event.
- If you are waiting for evidence and are worried it will not arrive in time before the mitigating circumstances deadline, **you should still submit your case but** highlight that you are still awaiting evidence and report when it was requested, when it is likely to arrive and who it will be coming from.
- The University reserves the right to check the legitimacy of any evidence provided. If any submission is found to be fabricated or altered then the student may be investigated under Regulation 23, Student Disciplinary Offences.

## Deadlines

**Extensions to assessment deadlines during the academic year:** Students must submit an extension request, along with supporting evidence, on Tabula no later than three working days before the assignment deadline. The Senior Tutor or Director of Academic Studies (as well as the Course Director for courses with a professional element) will review your application in confidence and decide whether an extension or late submission penalty waiver is appropriate. You should receive a decision within three working days. The Board of Examiners will be notified of any decision but **not** the details behind it to ensure confidentiality. Guidance on how to submit an extension request can be found [here](#).

**Other mitigating circumstances relevant for an Exam Board:** Students will be informed of the deadline by which mitigating circumstances applications must be submitted by the

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<sup>2</sup> See footnote 1.

administration office prior to the Exam Board taking place at the end of the academic year. Your evidence will be examined and impact of the mitigating circumstances, but not necessarily the circumstances themselves, will be graded (rejected, weak, moderate, severe) in confidence by a Mitigating Circumstance Panel (MCP) after the departmental deadline for submission and before the Board of Examiners' meeting. The panel will make recommendations based upon the type, timing, severity, and robustness of evidence provided. The MCP includes the Senior Tutor, Director of Academic Studies, Secretary to the Board of Examiners and, if appropriate for courses with a professional element, the Course Director.

The Board of Examiners will be notified of the decision but **not** of your mitigating circumstances to ensure confidentiality. Outcomes made to the Board of Examiners will be recorded by student ID number only. The record will include a brief summary of the discussion of the case. A student is entitled to know the outcome of their submission, however, details of the discussions held will not normally be disclosed.

Mitigating circumstances not submitted by the relevant deadline cannot be considered by the Centre and may only be considered by an Academic Appeals Committee as part of an [academic appeal](#).

An Academic Appeals Committee will not consider mitigating circumstances reported outside the deadlines as set out in this policy unless the student can demonstrate that there is an exceptional reason why the submission was not presented at the correct time which must be accompanied by independent supporting evidence highlighting why it could not be presented before the deadline.

## Possible Outcomes at an Exam Board

The MCP will take into account and reflect relevant factors such as your mode of study, or mode of assessment and the decision will only be based on the evidence that has been presented to it in the original submission. Marks **will not** be changed for assessed work or examinations. Depending upon the severity of the circumstances, possible recommendations of the Board of Examiners can include:

- The claim was rejected.
- The mitigating circumstances were considered weak, and/or had no material effect on your academic performance. For example, the circumstances fall within the normal level of everyday life that a person with normal emotional resilience would be expected to cope with.
- Waive or reduce penalties for late submission of assessed work.
- If you have failed to submit a piece of work for assessment with a credit weighting of 3 credits or less, you may have that piece of assessment waived if the Board of Examiners concludes that it is not in your interest (or it is not possible) to reschedule it. The unreliable component will be disregarded, and the module mark will be recalculated.

- Allow you a further re-sit (examination)/re-submit (assessed work) opportunity. This would be as a final attempt so the marks will be capped at the pass mark and there will be no further opportunity to remedy failure.
- Allow you a further sit (examination)/submit (assessed work) opportunity. This would be as a first attempt so marks will not be capped and there will be a further opportunity to remedy failure. Any marks achieved in the subsequent attempt will count as the original mark.
- Proceed with low credit to the next year of study. This decision must be made within University and Programme Regulations. You must be notified of the implications this has on any future failure and for the achievement of your degree.
- Subject to any restrictions imposed by accreditation or professional certification, recommend to award a degree (or other qualification), or award of a higher class of degree than would be merited by the marks returned.
- Recommend to the Academic Registrar that you should be granted a repeat of the year in full as a first attempt so that marks will not be capped (except for the MBChB programme) and there will be a further attempt to remedy failure. All previous marks achieved will be discounted. Note this will incur another set of fees.
- Recommend to the Academic Registrar that you should be granted a repeat of the year in full as a final attempt so that the marks are capped at the pass mark and there will be no further attempt to remedy failure. Note this will incur another set of fees.

An additional outcome at any level of severity may be:

- No action is required in terms of progress decisions, but the circumstances will be carried forward and be considered when determining the degree classification at the relevant level and at a future meeting of the Board of Examiners.

Decisions on cases concerning joint honours students will be made by the school in which you are registered and will be communicated immediately to the other department(s).

### Why Might My Claim Be Rejected

- Your form was incomplete or incorrectly submitted.
- Your evidence was recorded and submitted after the relevant event and deadline for MC submission without prior indication that it might be submitted late.
- Your evidence submitted did not support the claim that the nature of the circumstances was over and above the normal difficulties that would be experienced by an average person with average resilience.
- Your form was not submitted by the relevant deadline and the mitigation would not have prevented the claim being made before the deadline.
- No independent documentary evidence was supplied to support your request (letters from family, and friends are not normally sufficient).
- There was insufficient evidence to show that the timing of the circumstances adversely affected your assessment.
- Sufficient mitigation had already been made for the same circumstances.
- The circumstance is a disability for which reasonable adjustments had already been made.



## Evidence Required for Mitigating Circumstances Claims

Mitigating Circumstances	Evidence MUST Include
<p>A significant deterioration of a permanent or chronic condition which you have already told us about and is covered under reasonable adjustments. Where this permanent condition has already been adequately adjusted for through Special Examination arrangements or other reasonable adjustments only the deterioration counts as a Mitigating Circumstance.</p>	<ul style="list-style-type: none"> <li>(i) Letter from health professional, or Disability Services, or Mental Health and Well Being on official, headed paper (or have an official stamp) confirming deterioration with dates AND</li> <li>(ii) Must be written at the time of the deterioration* AND</li> <li>(iii) Must attest to evidenced impact on the student.</li> </ul>
<p>Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.</p>	<ul style="list-style-type: none"> <li>(i) Letter from an appropriately qualified health professional (e.g., medical doctor, nurse) on official, headed paper or have an official stamp confirming illness with dates AND</li> <li>(ii) Must be recorded at the time* of the serious illness, accident or trauma AND</li> <li>(iii) Must attest to evidenced impact on the student.</li> </ul>
<p>Death of someone close to you. Bereavement at assessment time or in preparation for it earlier in the academic year (not normally more than 6 months after the event). 'Someone close' can mean parents or guardians, children, siblings, a spouse, or partner. It may include friends, in-laws, grandparents, and grandchildren, if it can be demonstrated that the relationship was close.</p>	<ul style="list-style-type: none"> <li>(i) If relationship is close and death occurred within the last six months, copy of the death certificate or order of funeral service in case of a death certificate not being available. OR</li> <li>(iv) If death occurred more than six months ago, evidence of impact on ability to do the assessment, such as from a doctor or counsellor or Students' Union Advice Centre. OR</li> <li>(v) If relationship is not close and regardless of time of death, evidence of impact on your ability to do the assessment, such as from doctor or counsellor or Students' Union Advice Centre.</li> </ul>
<p>Serious illness or accident of someone close to you at assessment time or in preparation for it earlier in the academic year. 'Someone close' can mean parents</p>	<p>EITHER: (i) Letter from health professional on official, headed paper or have an official stamp confirming the circumstances with the dates AND</p>

<p>or guardians, children, siblings, a spouse, or partner. It may include friends, in-laws, grandparents, and grandchildren, if it can be demonstrated that the relationship was close.</p>	<p>(ii) Evidence of closeness (e.g., statement from Personal Tutor, Student Support, counsellor or Students' Union Advice Centre) AND ( ) Letter from health professional, or Student Support or counsellor explaining how the circumstances are affecting your ability to do the assessment. OR FOR CARERS: (i) Letter from health professional on official, headed paper or have an official stamp confirming the circumstances with the dates AND (ii) Proof that you have substantial care and support responsibilities for the person.</p>
<p>Significant change in your employment circumstances beyond your control (part-time students only).</p>	<p>(i) Letter from employer confirming new working hours AND/OR hours AND/OR (ii) Statement from Personal tutor or Senior Tutor or Student Support or Students' Union Advice Centre attesting to impact on student.</p>
<p>Unforeseen significant change in your personal or financial circumstances (e.g., divorce of student, fire, court appearance or jury duty by student, acute accommodation issues of student, serious and unforeseeable transport disruptions such as road closure due to traffic accident).</p>	<p>Serious Family Problems (i) Letter from a doctor, solicitor or other professional person confirming the circumstances and dates (must be on official, headed paper) AND (ii) Evidence from a doctor, nurse or relevant professional of how the problem is affecting your ability to do the assessment. Unforeseen change to financial circumstances: (i) Evidence proving unforeseen financial hardship, e.g., bank statements showing your current financial circumstances AND/OR (ii) <a href="#">Letter of support from Student Funding / Hardship Fund.</a> Court Appearance/jury duty: (i) Letter from court with date student is expected to appear. Other issues not listed: Evidence provided must prove the circumstance exists (must be from</p>

	independent source) with dates AND evidence from a doctor, nurse or relevant professional of how the problem is affecting your ability to do the assessment.
Late diagnosis of a Specific Learning Difficulty. Only eligible when diagnosis is Obtained too late (after the University deadline) for reasonable adjustments to be made by way of special exam arrangements.	Diagnosis letter and confirmation from the Department or Disability Services that it was submitted too late and missed the University deadline.
Bullying, harassment, or threatening behaviour.	(i) Report from Senior Tutor or Student Support Services or Students' Union Advice Centre outlining nature of circumstance with dates affected AND (ii) Copies of relevant emails, screenshots, videos, social media posts, witness statements, or other communications (with dates where possible) that illustrate bullying, harassment or threatening behaviour.
You are the victim of a crime/assault.	(i) Official police report giving the date of the crime OR a letter from health professional, or Senior Tutor, or Student Support or counsellor or Students' Union Advice Centre explaining how the circumstances are affecting your ability to do the assessment. AND (ii) Crime reference number.

*\*Medical notes must demonstrate advice or treatment was sought at the time, or soon after any illness. Disclosure weeks or months later will carry little weight or may not be eligible.*

**Students will be required to submit all mitigating circumstances through the mitigating circumstances portal in Tabula. In order to process applications, the information will be viewed by members of the Student Administration Team.**

# Withdrawal

## Temporary Withdrawal

A temporary withdrawal is an approved period of time when a student is not studying for their award and is governed by University Regulation 36.1. You may request periods of temporary withdrawal for the following reasons:

- Financial (required in order to make arrangements to cover tuition fees and maintenance for the remainder of your period of study)
- Medical (e.g., long-term illness, including depression; surgeries that prevent you from attending your course of study for an extended period of time)
- Maternity (Please refer to the Maternity Guidelines [here](#))
- Personal (non-exhaustive list):
  1. Family circumstances (including childcare, care for a family member)
  2. Work/Other commitments (often result of appointments to new roles and/or significant changes to a job description, resulting in you being unable to dedicate required time to your studies)
- Visa (for overseas nationals who fail to obtain a visa in good time to attend their course).

A period of temporary withdrawal is for 12 months. Only the Academic Registrar may approve requests for temporary withdrawal. If you are requesting temporary withdrawal on medical or health-related grounds, you must supply a recent medical note in support of their request.

The University may require you to withdraw temporarily for a period of time in the following situations:

- If you, as an overseas national, do not have the correct visa to study in the UK;
- As a result of your failure to pay fees;
- If there are concerns over your attendance and/or progress;
- If there are concerns over your capacity to study.

Once temporarily withdrawn you must not undertake any formal study for the whole period of the temporary withdrawal, and you will cease to receive instruction from the Centre.

However, you will retain your IT access, library access, and borrowing rights. You may, of course, choose to undertake relevant reading during the period of temporary withdrawal but this is a decision for you to make and will not be a requirement.



## How to apply for a period of temporary withdrawal

You must complete the electronic request form, the link to which can be found [here](#). You should consult with your personal tutor or a member of the Wellbeing Support Services before completing this form. You must also make contact with Student Finance to discuss any financial implications, e.g., paying back loans, grants, bursaries, etc. Once the request is approved, the Academic Office will notify you and the Centre, confirming your last date of attendance, date of expected return and new expected completion date. It is essential that if you are thinking of requesting a period of temporary withdrawal you do so as soon as possible. If you request a period of temporary withdrawal four or more weeks after your last date of attendance, the request will be categorised as a retrospective request. Such requests will only be considered in exceptional circumstances.

## Permanent Withdrawal

We hope that you will want to complete your course at Warwick, however if you are thinking of exiting your course early there are other avenues you may wish to explore. These include the possibility of changing course, restarting, taking a temporary withdrawal or a voluntary year out.

However, if you do decide to withdraw you are strongly advised to consult your Personal Tutor in the first instance. You may also find that meeting with advisers from the Student Careers & Skills team help you to plan your next steps. The Student Funding team will be able to give you advice regarding the implications for any student loans/bursaries/scholarships you may have. Once a decision to withdraw permanently is made, you should complete a [permanent withdrawal request form](#) and submit it to the relevant resource email account for your course. You will be notified in writing once the form has been processed.

Students are advised to read carefully through the permanent withdrawal form Guidance section before submitting their request.

# Pastoral Care and Support

## Personal Tutoring System

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

All departments have one or more Senior Tutors with whom students can also discuss issues. On occasion your Personal Tutor may refer you to the Senior Tutor where further support is required.

## CLL Personal Tutor Requirements

In order to effectively implement the University's minimum requirements, personal tutors in the CLL are required to have one-to-one scheduled meetings (face-to-face, telephone or skype) with their tutees as detailed in the course handbook. A brief account of each meeting should be recorded on Tabula/Moodle (sensitive information should not be included as Tabula/Moodle can be accessed by others). Action will be taken against students who do not attend personal tutor meetings in accordance with the CLL's Attendance Policy and Monitoring Process.

## Student Welfare within CLL

The Senior Tutor for the Centre for Lifelong Learning is [Dr Anil Awesti](#). He leads a student-facing team supporting the pastoral and academic-related needs of its diverse student body. His work focuses on providing strategic leadership for the CLL's student support provision and, in doing so, developing a strategy, framework and environment to support the academic development of students.

The Student Welfare Officer for the Centre for Lifelong Learning is [Elaine Moore](#). She offers one to one support tailored to meet individual student needs in order to provide a high level of pastoral and academic related welfare support, advice and guidance. Elaine provides a confidential advisory service to students which promotes individual wellbeing, engagement with the student experience and facilitates the fulfilment of academic potential.



## University Dean of Students and Faculty Senior Tutors

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

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

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

The Dean of Students' Offices are located on the First Floor of the Senate House (open Monday to Thursday, 9am-5pm, Friday 9am-4pm). In the first instance, please contact the appropriate [Faculty Senior Tutor](#). The Dean of Students can be contacted on: [SeniorTutor@warwick.ac.uk](mailto:SeniorTutor@warwick.ac.uk) or telephone the offices on 024 765 22761.

## Additional Academic Support

Skills and Student Development offer a wide range of workshops that students will find useful throughout their course of study at the University. Detailed information is available [here](#).

In-sessional English language classes and online self-study materials for developing English skills are offered in the [Centre for Applied Linguistics](#).



## Student Voice

### Feedback and Complaints

We want you to be able to let us know when things are going well or when there is something that you particularly like, but also if there is a problem that you do not feel you can resolve yourself. As part of this, we have a Student Feedback and Complaints Resolution Pathway and actively encourage feedback on all aspects of the student experience. While we are committed to providing high quality services to all our students throughout their university experience, if there is something that goes wrong and you want assistance to resolve, we have an accessible and clear procedure which you can use to make a complaint. Before contacting the Centre's Senior Tutor, [Dr Anil Awesti](#) to provide feedback or make a complaint, please read through the University guidance which can be found [here](#).

### Student-Staff Liaison Committee (SSLC)

The student-staff Liaison Committee (SSLC) comprise elected student representatives, also known as Course Reps, and members of staff, also known as Academic Convenors, and give you the opportunity to feed back to your department. Your Course Reps act as the bridge between students and staff, conveying any concerns you may have and working on your behalf. The SSLC is student-led and provide an area for students and staff to discuss ideas and solve problems connected with teaching, learning and student support.

SSLCs allow students to have a say on their course, their department, and their resources and is a great way to input into your university. They also provide an opportunity for the department to consult with students and receive feedback on new proposals, and act as a forum for academic staff to explain the reasons behind departmental and academic decisions. The SSLC system is coordinated by the Students' Union's Education Officer. The Students' Union's annual Course Rep Awards, held in the summer term, recognise the fantastic contribution that Course Reps make to your experience at Warwick. If you would like to know more about how to get involved with your SSLC please contact the [Course Team](#).



## Module Feedback

You are strongly encouraged to complete an online evaluation form for each module. This is available to complete at the end of each module on the relevant areas on Moodle. Your feedback helps tutors to develop what they do and improve the module for future cohorts.

## Course Feedback via the National Student Survey

The National Student Survey (NSS) has been conducted by Ipsos MORI annually since 2005. It gathers opinions from mostly final year undergraduates on the quality of their courses. Aimed at current students, the survey asks undergraduates to provide honest feedback on what it has been like to study their course at their institution. The survey runs across all publicly funded Higher Education Institutions (HEIs) in England, Wales, Northern Ireland, and Scotland. Additionally, Further Education Colleges (FECs) in England and Further Education Institutions (FEIs) in Wales with directly funded Higher Education students are eligible to participate.

The NSS is your opportunity to give your opinions on what you liked about your time at your institution/course as well as things that you felt could have been improved. Your feedback is used to compile year on year comparative data. Results are publicly available to prospective students, their families, and advisors to help make informed choices of where and what to study. The NSS results are also available through 'Key Information Sets' (KIS), which are published on the websites of universities and colleges and the [Unseats website](#).

The survey is administered by an independent market research agency, and all answers and responses remain anonymous at all times. The survey is usually conducted during the Spring term, and students are strongly encouraged by the University and the Centre to participate.



## Opportunities for Career Progression

During your time on this course, you may like to utilise the careers support offered by the University.

Advice and support are also available regarding career progression via this link <https://warwick.ac.uk/services/careers> On this webpage, click on the links to jump straight to different tasks/advice, e.g., C.V writing, or use the navigation bar to browse all the careers support and resources that are available.

Myadvantage is a careers portal with jobs currently available. [Follow this link to subscribe.](#) This is a UK broad based portal however from time to time there are opportunities to apply for careers linked to your course. There are also career fairs/events delivered on campus throughout the academic year that you may like to attend. Please see our Moodle course page for any more information and updates.



## Additional Costs

**Books:** It is assumed there will be one mandatory textbook per module on the degree costing approximately £40 each. 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.





# University Information





# Student Support

## 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

Professor Ruth Hewston, Head of Department – (Designated Safeguarding Lead for multi-agency procedures) - [ruth.hewston@warwick.ac.uk](mailto:ruth.hewston@warwick.ac.uk), 02476 574557

In her absence:

Dr Nalita James, Director of Academic Studies– Deputy Designated Safeguarding Lead, [Nalita.james@warwick.ac.uk](mailto:Nalita.james@warwick.ac.uk)

Central University Safeguarding Lead

- Alex Malin [a.malin@warwick.ac.uk](mailto:a.malin@warwick.ac.uk), 024 7657 4792
- [safeguarding@warwick.ac.uk](mailto: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.

## Counselling Services

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

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

The Counselling and Psychology Interventions Team is located on the ground floor in Senate House. To access this service, [submit an enquiry](#).



### MyWarwick

Your [one-stop online space](#) to key links, contact information, and student resources.

## Disability Services

The University offers a wide range of support services to students with disabilities and encourages a positive climate of disclosure. Students with disabilities can seek advice and support through the Disability Services team in Wellbeing Support Services. Further information relating to the University's provision for students with disabilities is available [here](#).

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

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

## Chaplaincy

The Chaplaincy is a place of hospitality, safety, care, and encounter. They are 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. The Chaplaincy can be contacted on [024 765 23519](tel:02476523519) or [email](#).

## Residential Life Team

All students who have accommodation on campus have access to the Residential Life Team support network. The Residential Life Team works and lives alongside students within the Halls of Residence.

Resident Tutors are there to help with a wide range of matters including personal or family problems, feeling lonely or homesick, problems with accommodation, and when students are not sure where to get help or who to talk to. Resident Tutors in students' accommodation are their primary point of contact. If unavailable, students are advised to contact the Residential Life Team.

Guidance about life on campus is available [here](#), including information for students who find themselves in residences and need to self-isolate. The Residential Life Team can be contacted via [email](#) or telephone [024 765 75570](tel:02476575570).

## Students 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.

The Advice Centre is on the second floor of SU HQ (open Monday to Friday, 9am-3pm). It will see students usually by appointment or can be reached by telephone on [024 765 72824](tel:02476572824) or [email](#).

## Student Funding

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

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

The Student Funding team is located on the ground floor of Senate House (open Monday to Thursday, 9am-5pm, Friday 9am-4pm) and can be contacted by telephone on [024 761 50096](tel:02476150096) or [email](#).

## University Children's Services

Children of Warwick staff and students are eligible to attend the [University Nursery](#). Parents interested in placing their child in the nursery should [contact the nursery](#) with regards to availability and complete an application form as early as possible. The nursery administrator can provide parents with advice on how to search for alternative nursery care, if required.

The Nursery is located on Lakeside, opposite the Scarman House Conference Centre, on Scarman Road and can be contacted by telephone on [024 765 23389](tel:02476523389) or [email](#).

In recent years, school holiday schemes and summer schemes have also been [available](#) to primary school age children for all holidays (excluding Christmas). Booking opens approximately 6 weeks before the beginning of the individual schemes. For more information on this scheme, parents can email [holidayscheme@warwick.ac.uk](mailto:holidayscheme@warwick.ac.uk).





# Student Opportunity

## Student Careers

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

- Understand what 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.

## Skills and Student Development

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

- Warwick Skills Portfolio Awards
- Student Enterprise Fund
- Undergraduate Research Support Scheme
- 1:1 appointment on academic skills
- Personal writing mentors
- Drop-in sessions for support in maths and stats.
- Study and Research Skills sessions like academic writing, notetaking, speed reading, project management, critical thinking, and exam revision.
- Personal Development sessions like presentation skills, leadership, assertiveness and teamwork
- Programmes and events for female personal development

More information is available [here](#).



### Get Involved!

Warwick SU has over 250 societies covering a wide range of student interests, so there is bound to be one for you! Find out more [here](#).

### Outside the Classroom

[Warwick Arts Centre](#)

[Music Centre](#)

[Lord Rootes Memorial Fund](#)

[Warwick International Higher Education Academy](#)

[Undergraduate Research Scholarship Scheme](#)

## International Student Support

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

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

The International Students Office is located on the first floor of University House Building (open Monday to Thursday, 9am-5pm, Friday 9am-4pm) and can be contacted by telephone on [024 765 23706](tel:02476523706) or via the [contacts page](#)

## Student Mobility

The Student Mobility team is able to support students interested in pursuing work and study opportunities overseas, whether a traditional Year Abroad or a period of short-term mobility. Further information is available [here](#).

## Internships Development

The Internships Development team supports students to secure work experience opportunities and gain the maximum benefit from work experience, supporting students through online learning, managed programmes, and access to bursaries. Further information is available [here](#)

## Warwick Volunteers

Warwick Volunteers enables students to access a wide range of volunteering opportunities, enabling students to gain experience and transferable skills whilst benefitting the local community. Further information is available [here](#).



## The Warwick Award

Develop and showcase your employability skills with the Warwick Award. It's never too early to start thinking about what you might do after graduation, and what skills you need to do it. The Warwick Award can help you do just that. Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are: **Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.**

The Award is free and can be personalised to allow you to shape your own employability skills development. For undergraduates, it will appear on your Higher Education Achievement Report (HEAR) transcript, while postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

## How does the Award work?

For each Warwick Award-accredited activity you complete, you will earn Core Skills Points. These points help you track your progress towards the Award and your development of the different core employability skills it covers. The Core Skills Points value will be listed next to the name of all Warwick Award-accredited activities.

## The different streams of the Award

We know different students are with us for different periods of time, so we've created five different streams of the Award, meaning you can choose the one that suits you.

- Warwick Award (Gold) – 60 Core Skills Points (300 hours of activity): aimed at students who begin the award at the start of their course and have at least three years to take part in 300 hours of activity.
- Warwick Award (Silver) – 30 Core Skills Points (150 hours of activity): aimed at students who begin the Award part way through their course, for PGT students who are only with us for one year, or for UG students who don't manage to accumulate 300 hours of activity.
- Warwick Award (Postgraduate) – 20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.
- Warwick Award (Exchange) – 20 Core Skills Points (100 hours of activity): for incoming exchange students, who are generally with us for one academic year.
- Warwick Award (Apprentice) - 20 Core Skills Points (100 hours of activity): aimed at apprentices and includes recognition for the skills developed in the workplace setting.

Get started Find out more about the Warwick Award and sign up at: [www.warwick.ac.uk/warwickaward](http://www.warwick.ac.uk/warwickaward)



## Facilities

### The Library

The Library has a designated Academic Support Librarian (ASL) for each academic department. The Academic Support Librarians are able to provide advice about Library services and resources for staff who are planning courses or putting together course materials and module websites. They can give advice on the Talis Aspire Reading List software which can help you with acquiring resources and which improves the student experience by connecting them seamlessly to their reading material.

The ASLs work with academic colleagues to embed information skills throughout the curriculum, including the [Student as Researcher programme](#).

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

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

Students can refer to the Library [website](#) for general information, and to [subject web pages](#) for support in starting research in their subject area. Regular news and updates can be found via the Library's [homepage](#), [Facebook pages](#) and its [Twitter/Instagram](#) accounts.

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

- [The Learning Grid, University House](#)
- [The Learning Grid Rootes](#)
- [The Learning Grid Leamington](#)
- [The BioMed Grid \(for Biological Sciences and Medical students\)](#)
- [Wolfson Research Exchange \(for all Warwick's researchers\)](#)
- [The Postgraduate Hub \(for PG students\)](#)
- [The Teaching Grid \(for teaching staff\)](#)
- [Modern Records Centre](#)

More on the Library's community engagement wellbeing services for students can be found [here](#) or via Twitter at #StudyHappy.

### Study Spaces

Looking for a space to study, read, or write? Explore the variety of on-campus study spaces for private or group work [here](#). Find study space availability and more information on campus-wide





## University Health Centre

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

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

Students living off-campus, who are not able to register with the health centre, can locate their nearest GP by visiting [www.nhs.uk](http://www.nhs.uk).

The University Health Centre is located on Health Centre Road and can be contacted by telephone on **024 765 24888**.

## IT Services

IT Services provide the essential resources and support necessary to give all students access to information technology services and support. If students have problems with IT related issues, IT Services provide a dedicated Help Desk. Students can contact the team by visiting the drop-in centre on the 1st floor of the Library building (Monday to Friday, 9am-5.30pm), telephone **024 765 73737** (Monday to Friday, 8.30am-5.30pm) or [email](#).

Every student, with the exception of those students on courses at partner institutions which are validated by the University, is entitled to register to use the services provided by IT Services, which can be accessed from anywhere on campus. Information on setting up an account, accessing the network from on and off campus, printing and purchasing computers is available [online](#). IT Services also produce information on [acceptable use](#) of University IT facilities for students and staff.

A range of Help Desk Leaflets providing useful IT support information are available [here](#) or students can pick up copies from the IT Services Help Desk Drop-in centre. IT services also provide support for personal computer-related issues such as slow performance, removing viruses, replacing hardware, and assisting with file recovery.

The [training service](#) provided by IT Services is available to all University students and is provided to facilitate students to work more effectively with applications delivered by IT Services.

IT Services provides a number of open access work areas across Gibbet Hill, Westwood, and main campuses, accessible to all students, and the University provides student residences with a network connection and access to wireless. Further information on the Residential Network Service (ResNet) is available [here](#).

## Recommended IT Device Specifications

We have good quality IT workspaces and computing labs on campus. If you prefer to use a portable laptop the devices must support [Microsoft Office Pro Plus](#) (or equivalent), [Microsoft Teams](#), and [Moodle](#).

To find out more and read the full recommended technical specification for student devices, [please visit the IT Services website](#)

## Language Centre

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

- **Modules for credits on the academic programme**  
These can be taken as part of an undergraduate degree course but must be agreed with the student's home department before enrolling. There are a range of levels available, as well as accelerated options for those who want to develop their language skills at a faster pace. More information is available [here](#).
- **Academic modules not for credit**  
The same modules as those available for academic credit are also available to take in addition to degree studies. A fee applies to these modules. More information is available [here](#).
- **Lifelong Language Learning (LLL) Courses**  
A programme of language courses available to students and staff from beginner through to advanced level. More information is available [here](#).

Enrolment for academic modules takes place during Welcome Week and Week 1. Updated enrolment dates are available [here](#).

Online enrolment for Lifelong Language Learning courses is available from mid-September. The Language Centre is located on the ground floor of the Humanities Building and can be contacted by [email](#).

## Sports

The aim of Warwick Sport is to inspire and motivate students, staff, and the wider community to engage in an active lifestyle that supports physical and mental wellbeing. They deliver a range of programmes, services, and initiatives that empower individuals to engage in an active and healthy lifestyle, and operate safe and secure facilities that are maintained to a high standard. The world-class [Sports & Wellness Hub](#) comprises accessible facilities including gyms, fitness studios, pools, climbing centre, squash courts, sports halls, Café Nero, and changing spaces. Free personalised tours of the facilities are available. A variety of [membership options](#) are available for students. Further information is available [here](#).





# Additional University Information

## Smoking Policy

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. View the full policy [here](#).

## Anti-Bribery Policy

The University of Warwick requires all individuals acting on its behalf to conduct business honestly, fairly, and professionally. The University is committed to the prevention of bribery and does not tolerate bribery, corruption, fraud, or dishonesty in any of its activities. The Policy will apply to students when they are acting on behalf of the University, either in a paid or voluntary role. View the full policy [here](#).

## Study Hours

This statement outlines the University's vision for supporting and facilitating student learning. This vision draws on, and coincides with, that of the [Warwick Student Community Statement](#), a collaborative declaration jointly agreed by the University and the Warwick Students' Union.



## Useful Links

[Examinations Office](#)

[Student Finance Awards  
and Ceremonies](#)

[Student Records](#)

[Education Group](#)

