



WARWICK BUSINESS SCHOOL
THE UNIVERSITY OF WARWICK

- The primary method for accessing WBS course materials is online via [my.wbs](#).
- This content was last updated on September 5th 2022 at 11:55 AM.
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1.1 Welcome to WBS

We are delighted that you have chosen the University of Warwick and Warwick Business School for your studies. We are committed to maintaining the highest standards of academic endeavour within our institution and our virtual learning environment as we know this will also benefit you as an individual. Together we aim to create a learning environment that benefits you as an individual and the student community you are part of.

Find out more about WBS here: [What makes WBS different? | About Us | Warwick Business School](http://www.wbs.ac.uk/about/difference/) (<http://www.wbs.ac.uk/about/difference/>)

Website: www.wbs.ac.uk (<http://www.wbs.ac.uk/>)



[@warwickbschool](https://twitter.com/WarwickBSchool) (<https://twitter.com/WarwickBSchool>)



www.facebook.com/warwickbschool (<http://www.facebook.com/warwickbschool>)



<https://www.instagram.com/warwickbschool> (<https://www.instagram.com/warwickbschool>)



<https://www.linkedin.com/company/warwick-business-school> (<https://www.linkedin.com/company/warwick-business-school>)



www.youtube.com/user/warwickbschool (<http://www.youtube.com/user/warwickbschool>)

Page last reviewed: 27/09/21

Next review due: 01/09/22



1.2 Purpose of the Student Handbook

This handbook aims to guide you through your course and its support structures so that you can get the best from your time with WBS. The handbook points you towards other sources of information and also includes links to the essential regulatory and statutory information that you need to know.

As new information and resources are made available, the information in this handbook will be updated.

This handbook has been developed as an online resource. However, links are provided so you can print the information. We strongly advise you to always refer to the online handbook to check important information, as this is the most up-to-date source.

The information in this handbook is as accurate and up-to-date as possible; nevertheless, whilst the statements on departmental practice are an honest attempt to describe current practice, they do not replace the University Regulations. That is to say, the University Regulations should always take precedence, particularly in light of any uncertainty. Warwick Business School also reserves the right to modify or cancel statements in light of events occurring after the handbook's initial publication.

Page last updated: 27/09/21

Next review due: 01/09/22

1.3 WBS Core Values

WBS Core Values



1.3a What you can expect from Us

What can you expect from us?

- Qualified teaching staff to deliver the academic content who engage in peer dialogue on an annual basis to develop their teaching.
- All necessary materials made available to you in time, electronically or in print.
- That you are advised in due time of any pre-course reading or other forms of self-study you are expected to undertake.
- You are advised in due time of the format and timing of assignments, examinations, and any other forms of assessment for each module.
- You receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- That Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- That Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximize the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- That the classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- That special requirements are respected (e.g. visual or hearing impairments, etc.)
- That you are treated with courtesy.
- That staff are sensitive to the diversity of ethnic and cultural backgrounds.
- That we promote a positive and constructive learning environment.

What support is available to you?

- **Dedicated programme team** - administrative staff that know your course and all of the regulations relating to your studies ... ask them anything by email or in person!
- **Student handbook** on [my.wbs \(/?event=Login\)](#) that provides all the rules and regulations about your course (you should read this thoroughly)
- A **student reception** where you can ask for advice and guidance (open Monday to Friday office hours - located on the 2nd floor at the front of the building)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in [my.wbs \(/?event=Login\)](#). Full schedule of workshops running throughout the year to support you in your career ambitions with lots of other ad hoc recruiter sessions.
- **Welcome sessions** organised by the programme teams which will introduce you to the School and its facilities - these will sign-post various important bits of information.
- Events and other activities at various points in the year, so that you can socialise with your community - these will be advertised on [my.wbs \(/?event=Login\)](#)
- A workshop in term one that focuses on the skills and behaviours needed for successful group work -group

working skills are essential skills.

- Several lectures during term one that provide information and guidance about attendance and participation requirements, how to avoid plagiarism and some study skills tips - as the term progresses and as the information will make sense to you.
- Screening test to identify those students that would benefit from some dedicated study support from the Centre for Applied Linguistics in term one. If you are selected for this support you will be required to attend 10 hours of face-to-face input and complete self-study as guided by those tutors.
- A range of **optional workshops and events** that you can register for if you need them advertised via [my.wbs \(/?event=Login\)](#) - sign up for these at the student reception.
- A wide range of services offered by the University (see [University website \(http://www2.warwick.ac.uk/services/studentsupport\)](#))

Page last updated: 27/09/21

Next review due: 01/09/22

1.3b What We expect from You

WBS Masters Students; What can you expect as a postgraduate student at WBS?

During your studies we will set stretching demands of you - this is because we have a duty and responsibility to support and nurture the behaviour and performance we, your fellow students, and employers, expect to see. This document provides further information on our expectations of you as a postgraduate student at Warwick Business School, what can you expect from us and the additional services and inputs provided by the School to help you meet our expectations. These are based on the Warwick University's Statement of Expected Behaviour.

What do we expect of you?

To succeed on your course, you must actively engage with your studies, this means;

- Act as a mature, independent learner.
- As a minimum, critically engage with all directed reading and module tasks set by your tutors.
- Take part in discussions within your group and in the class.
- Come to class fully prepared, having completed the designated pre-readings.
- Use the valuable time in class efficiently and fully engage with the material.
- Listen carefully, take appropriate notes, ask questions for clarification and communicate with your tutors.

You must act professionally:

- Arrive on time, prepared and ready for the session you are joining (if you arrive late you may not be allowed access to the class).
- Act respectfully and contribute as much as you can to a positive learning atmosphere.
- Consider others when using shared workspace - group discussion and conversations don't need to be audible to the rest of the room.
- You are attending a full-time course; this means the expectation is that you will work fulltime on your studies.
- 100% attendance at all timetabled sessions is required.
- Avoid plagiarism and be scrupulous in your referencing.

You must take responsibility for your learning:

While we do all we can to support you along the way, learning is ultimately your responsibility. You are expected to take ownership of your learning by;

- Attending all scheduled sessions.
- Make sure that you keep up with your studies, and where you are struggling proactively seek help and support (from the module leader and/or seminar tutors, your academic tutor or the programme team).
- Engage fully with the skills development activities to take full advantage of the opportunities offered to you.

Classroom etiquette:

- Refrain from eating in class
- Refrain from using your phone in class
- Refrain from gossiping in class

Programme attendance

Attendance and participation in all taught sessions is essential. You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional. Should a lecture or seminar be cancelled, your Programme Team will contact you directly in advance. As a full-time student, you will also be required to attend other sessions such as study skills, dissertation guidance and careers/networking presentations. If you are unable to attend a scheduled session due to ill-health or other commitments (e.g. interviews) please inform your Programme Team as soon as possible stating the reason for non-attendance. You are also expected to complete all formal programme assessments by the deadlines specified.

As part of the welfare and progression monitoring process the Programme Team will check attendance and participation throughout your programme. You should ensure that your Programme Team is kept informed about any issues which are affecting your studies, or absences, at the earliest possible point. If you miss multiple attendance monitoring points the Programme Team must report this to the University; formal steps will be taken to discuss your progress. Where there are serious concerns about your engagement with the programme the matter will be referred to the University's Continuation of Registration Committee which may determine that your registration should be terminated.

International students should be particularly aware of the consequences of failure to engage fully with the programme. The University Academic Office is obliged to report to the UK Visas and Immigration division of the Home Office if any students have been found not to be engaging with and attending their degree course. This has serious implications for a student's visa status.

Student Visa holders should also note that if they change their location of study for more than 28 days, they are required by the Home Office to inform their programme team in writing as soon as possible with the date of departure and expected return date.

Regulation

36

[\(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/\)](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

details in full the University's and the department's expectations in relation to student progress, attendance, engagement and completion of work, along with the processes and procedures for those students that do not engage satisfactorily.

Page last revised: 27/09/21

Next review due: 01/09/22

1.3c Cultural Awareness

Cultural differences



To understand cultural differences you will need to see yourself through the tinted glasses someone else wears. Our differences are what makes the world endlessly interesting.

When arriving in a different country for the first time it can be a very daunting experience. Culture is how we view ourselves, others do not see us as we see ourselves.

There are many different cultures within the UK, different religions and beliefs represented and many different languages spoken. Hopefully some of the information below, will help you to settle in well in the Warwick environment.

British Culture - General Guidelines

- **Time keeping:** For formal meetings, interviews etc. be on time; being late for a meeting is deemed bad manners. Social event timings may be more flexible.
- **Queueing:** In Britain, people queue for everything - buses, shops, to enter a room etc. Going straight to the front would be seen as rude.
- **Gender:** All genders are treated equally and given equal opportunity and respect.
- **Greeting:** Usually the British greet one another with a hand shake (formally), particularly the first time they meet. Friends may greet each other with a hug.
- **Head movements:** If someone is nodding their head up and down this means 'yes' and shaking from side to side means 'no'.
- **Traffic:** Vehicles are driven on the left hand side of the road.
- **Great Britain:** Great Britain is made up of 3 different countries - England, Scotland and Wales.
- **United Kingdom:** The United Kingdom is made up of the three countries in Great Britain plus Northern Ireland. The fully-independent sovereign state of the Republic of Ireland join these four to make 'The British Isles'. Regional accents vary greatly throughout the UK and are often difficult to understand.
- **Humour:** English humour is often sarcastic and dry. English people also use the word 'sorry' a lot which can be confusing in many cultures.

Cultural Differences - General Guidelines

- **Group or individual working:** In some cultures it is normal to work as part of a group or to directly copy text that is provided by a teacher or senior person, whereas in the UK we often work independently and copying of work is seen as plagiarism.

- **Expectations:** Ensure expectations are expressed clearly and directly. Ensure important instructions are given in a direct way. Be clear with deadlines and ensure clear communication.
- **Body language:** Whilst eye contact is an expectation in some cultures, in others this would be seen as rude and impolite.
- **Socialising:** In some cultures drinking alcohol is forbidden, do not assume your colleagues will want to meet in the pub after work or at lunchtime as this could be an intimidating experience. If an international colleague is attending with you assure them it is OK to ask for a soft drink.
- **Sexual orientation, relationships and gender:** The open existence of lesbian, gay, bisexual and trans groups may be shocking to some cultures, this may challenge existing perception and views. The attitude of men to women and women to men will be influenced by their home culture.
- **Culture and food:** Be aware that many cultures have certain diets to follow and traditions that may be misunderstood to some. Be respectful towards other people's beliefs and cultures when using a shared kitchen.
- **Acting appropriately:** If you find yourself in a situation and you don't know how to act, watch what your colleagues are doing so you can see what is acceptable in their culture. Be aware of your own behaviour, have you offended somebody? If so make a mental note of this. Be flexible and understanding to others around you.
- **Communication:** Changing a few things about the way we communicate can make a big difference to those around us. Do not talk too fast, make an effort to pronounce words, have a clear meaning.
- **Written communication:** Use plain English wherever you can, be clear and do not use acronyms. Pictures provide clear instruction.
- **Preconceptions and stereotypes:** Everybody has preconceptions and stereotypes do exist. Be aware of these and treat everybody as an individual not by group according to their culture.

1.3d Keeping in Touch

On enrolment, you will have been given a Warwick University email address. **Please note that all communications via email will be sent to the email address that you were assigned at the start of your course.** We recommend that you check this email address regularly (or set up an auto-forward for all messages from that address to another of your choice)

It is absolutely essential that you inform us of any changes to your contact details and if you intend to be away from the University studies for any length of time. Where we need to contact groups of students, we will normally do this via notices on my.wbs; where we need to email you individually, we will use your University email address, so please ensure that you check this regularly or set your account so that these emails are automatically forwarded to another email address that you check frequently.

It is your responsibility to ensure that you do not miss important messages by monitoring the appropriate account.

Student Visa Students

If you are a Student visa holder, you **MUST** inform your programme team of a change in study location. For more information, please see [here](#).

(http://www2.warwick.ac.uk/study/international/immigration/tier4/changes/study_location/)

Communication

All day-to-day communication about your course, modules or progress will be communicated via the student portal my.wbs. This will be the primary channel for communication between the Programme Team and you. All day-to-day course information will be published on electronic noticeboards on my.wbs. Please make sure that you access my.wbs at least daily, as time-sensitive course material will be posted there. You are strongly advised to set up your my.wbs profile to send email notifications to your chosen email account when new messages are posted.

In addition to checking my.wbs for information, you are encouraged to use the forum areas on my.wbs to discuss aspects of your course with your fellow students. This can form a valuable source of peer support as you progress through your course.

Please contact the Programme Team as soon as possible if you are having difficulty meeting the requirements of the course. The team will be able to advise on your options which may include slowing down your pace of study, taking some formal time away from your studies or accessing the Student Support Services offered by the University.

If you experience any problems with accessing emails, you should contact the WBS IT helpdesk by emailing help@wbs.ac.uk (<mailto:help@wbs.ac.uk%20>) or by

accessing the main website: <https://helpdesk.wbs.ac.uk/> (<https://helpdesk.wbs.ac.uk/>)

Contact details: <https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/services/logacall>
(<https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/services/logacall>)

1.3e Attendance

University regulations governing attendance and progress

Attendance at all lectures and seminars is compulsory and should be taken seriously.

You should be aware of University Regulation 36 which sets out the requirements for students with respect to registration, enrolment, attendance and progress. Students should familiarise themselves with this Regulation, to ensure that they understand fully the requirements.

This Regulation can be found at:

<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress>
(<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress>)

Note that Regulation 36 includes information on penalties that may be imposed if the University's expectations are not met. It also sets out procedures for requiring a student to withdraw. This applies to all students following a University course, whether they are based at Warwick or elsewhere, for the duration of their course of study.

Advice for international students on the implications of any changes to their registration for their right to remain in the UK is available from the Immigration Service in the International Office.

Warwick Business School's procedures

In accordance with University Regulations, and in order to support the academic progression and welfare of all students, Warwick Business School regularly monitors the attendance and progress of its students. At certain teaching events, your card will be scanned at the door, or you will be asked to sign an attendance sheet against your name/barcode (adding your name manually to the bottom of the list, if necessary), or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences via my.wbs and will be prompted to do this via email. It is your responsibility to provide evidence of any extenuating circumstances that may have impacted on your studies to your Programme Team as soon as they arise.

Monitoring points

As a student, you have some responsibilities to the Department, just as we have responsibilities to you. We want to be sure that you are coping with your work and engaging with your course and so we ask that you meet thirteen Monitoring Points throughout the academic year. Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Different degree courses and years of study have differing monitoring points, detailed in the attached document.

Missed Monitoring Points

We ask that you meet the monitoring points as listed in the attachment below. Please be aware that you will be contacted should we become concerned about any missed monitoring points. After six monitoring points are missed it is possible that the University begins termination of registration proceedings. Please select the Tab for your course to see what your official monitoring points are.

International students should be particularly aware of the consequences of missing monitoring Points: the Academic Office is obliged to report to the Home Office UK Visas and Immigration (formerly the UK Border Agency) if any Student Visa students have been found not to be engaging with and attending their degree course. This will normally lead to the curtailment of their visas.

Page last revised: 02/02/22

Next review due: 01/05/22

2.1a Course Administration

An experienced Programme Team is provided to assist you during your time studying at WBS. Details of key contacts for your course are provided separately. To assist us in responding to your emails as efficiently as possible, all email correspondence to your Programme Team should be addressed to the designated course email address; please do not use personal staff email addresses. Similarly, please use the central Programme Team telephone number provided to ensure that we can respond quickly to incoming calls throughout working hours.

You should also use the Warwick email address you were assigned at the outset of the course (or forward all messages from that address to another of your choice); see below under 'Contacting You' .

All Programme Teams for the Masters Portfolio are located in the Masters Programmes office which is situated on the second floor of the WBS Scarman Road Building in Room 2.002. If you would like to visit the office in person, come to the Masters Reception Room 2.002 as signposted. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

The Programme Team is available to provide support from 09:00 to 17:00 Monday to Thursday and 09:00 to 16:00 on Friday. If you are on campus and wish to speak to a member of your Programme Team please report to the student reception desk during these times. Student messages received outside these office hours will be accessed by staff at the earliest opportunity during the next University working day. Vacation opening hours may differ from those above but you will be informed of any changes.

Please note that the University and WBS are closed on Bank Holidays and Public Holidays. For a list of bank holidays in the UK please see [here](https://www.gov.uk/bank-holidays). (<https://www.gov.uk/bank-holidays>)

2.1b Your Programme Team

To contact the Course Team, please use the central email addresses and telephone numbers below:

Course support

Email

Telephone

Finance Masters

FinancePG@wbs.ac.uk
(<mailto:FinancePG@wbs.ac.uk>)

Finance Masters

+44 (0)24 7657 3190

Internal extension:
73190

Extension requests

Feedback

Business Masters

BusinessPG@wbs.ac.uk
(<mailto:BusinessPG@wbs.ac.uk>)

Business Masters

+44 (0)24 7657 3189

Internal extension:
73189

Library access

Course of study

Progress and failure

Student-Staff Liaison
Committees

Module bookings/cancellations

Management Masters

ManagementPG@wbs.ac.uk
(<mailto:ManagementPG@wbs.ac.uk>)

Management Masters

+44 (0)24 7657
3191

Internal extension:
73191

Examinations

Assessment submission

Study materials

Full-time MBA

FTMBA@wbs.ac.uk
(<mailto:FTMBAresource@wbs.ac.uk>)

Full-time MBA

+44 (0)24 7657 3185

Internal extension:
73185

2.1c Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Skype or by telephone, it is always advisable to arrange an appointment in advance by email. If you have to cancel an appointment, please notify the member of staff directly at the earliest opportunity in advance of your scheduled appointment. Some members of staff will indicate on their office doors the times that they are available to see students without prior appointment. A directory of all WBS staff can be found on the WBS website [here](http://www.wbs.ac.uk/about/people/) (<http://www.wbs.ac.uk/about/people/>).



2.1d Subject Librarian

The University of Warwick has a number of Academic Support Librarians. They provide targeted support in business and management.

Contact:

academicsupport@warwick.ac.uk (<mailto:Katherine.Waters@warwick.ac.uk>)

Telephone: 024 765 22972

Find out more about the resources and support available [here](http://www2.warwick.ac.uk/services/library/subjects/social-sciences/business/).
(<http://www2.warwick.ac.uk/services/library/subjects/social-sciences/business/>) More information about the University of Warwick Library can be found in Section 4 of this handbook.

Page last updated: 01/10/21

Next review due: 01/09/22

2.1e Student Records

Student Records maintain accurate student records and will give you advice and guidance on all matters connected to your student record. The Programme Team will liaise with Student Records in respect of:

- change of course requests
- request for temporary withdrawal
- request for an extension to course end dates
- withdrawal from your course

Contact details: studentrecords@warwick.ac.uk (<mailto:studentrecords@warwick.ac.uk>); +44 (0)24 7657 4333

2.1f Students' Union

Positively impacting students' lives at Warwick and beyond.

The Student Union's Mission Statement

Warwick Students' Union is a charity. Upon enrolling at Warwick, every student automatically becomes a member of the Students' Union. It exists solely to provide services for its members - that means every single one of you!

Find out more about Warwick SU [here \(https://www.warwicksu.com/\)](https://www.warwicksu.com/).

Your Student Union Representatives:



Luke Mephram

President



Megan Clarke

Education



Akosua Sefah

Democracy &
Development



**Shingai
Dzumbira**

Postgraduate



Izzy Bourne

Welfare &
Campaigns



Olly Barron

Societies



**Charlotte
Lloyd**

Sports

Page last revised: 05/10/20

Next review due: 01/09/21

2.1g Disability Services

About us

We encourage existing students and applicants to declare any disability or learning difference and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies. The University of Warwick and Disability Services are committed to equality, diversity and to promoting an inclusive teaching and learning environment for all.

More information can be found on the Disability Services website [here](#).

[\(http://www2.warwick.ac.uk/services/tutors/disability/\)](http://www2.warwick.ac.uk/services/tutors/disability/)

Contact Details:

Ground floor, University House
University of Warwick
Coventry CV4 8UW

Telephone: +44 (0)24 7615 0641

Fax: +44 (0)24 7615 1047

Email: disability@warwick.ac.uk (<mailto:disability@warwick.ac.uk>)

Office hours: Monday to Friday 08.30-17.00

2.1h WBS e-Solutions

WBS eSolutions is our own in-house IT support helpdesk. You can contact them by emailing help@wbs.ac.uk (<mailto:help@wbs.ac.uk>)

You can get Service Status updates via Twitter [@wbssystemstatus on Twitter](https://twitter.com/wbssystemstatus) (<http://twitter.com/wbssystemstatus>)



(<http://www.twitter.com/WBSSystemStatus>)

For more information on the services they offer, including discounted software offers for students, visit their website [here](http://www2.warwick.ac.uk/fac/soc/wbs/central/issu/help) (<http://www2.warwick.ac.uk/fac/soc/wbs/central/issu/help>).

2.2a Student Wellbeing

The University has a wide range of services available for students in need of help. However, it can sometimes be confusing to know where to go.

Click [here \(http://www2.warwick.ac.uk/services/studentsupport\)](http://www2.warwick.ac.uk/services/studentsupport) for more information about the support offered by the University for students.

2.2b Counselling Service

The University Counselling Services works with students and staff who are able to think and process their psychological / emotional difficulties to effect change.

Find out more about the Counselling Service [here](http://www2.warwick.ac.uk/services/tutors/counselling). (<http://www2.warwick.ac.uk/services/tutors/counselling>)

2.2c Mental Health Team

Information about support for your mental health and wellbeing can be found here:

Mental Health& Wellbeing

Mental Health & Wellbeing at the University of Warwick (<http://www2.warwick.ac.uk/services/mentalhealth>)

www2

3.1 Notices

The student portal my.wbs will be the primary channel for communication between the Programme Team and you, the student. All day-to-day course information will be published on electronic noticeboards on my.wbs. Please make sure you access my.wbs at least daily, as time-sensitive course material will be posted there. You are strongly advised to set up your my.wbs profile to send email notifications to your chosen email account when new messages are posted.

In addition to checking my.wbs for information, you are encouraged to use the discussion areas on my.wbs to discuss aspects of your course with your fellow students. This can form a valuable source of peer support as you progress through your course.

If you experience any problems with accessing email notifications you should contact the WBS IT helpdesk by emailing help@wbs.ac.uk (<mailto:help@wbs.ac.uk%20>) or by logging a call at: <https://rt.wbs.ac.uk> (<https://rt.wbs.ac.uk/>)

3.2 Timetable

Your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section). Your Programmes Team will also publish a PDF timetable if you prefer a printable copy. all events are subject to change so remember to check for any latest changes and cancellations on my.wbs. If you have any queries relating to your timetable, please contact your Programme Team.

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3.3 Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged, especially during the times when scheduled teaching is taking place.

If taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Tier 4 visas prohibit paid work for more than 20 hours per week during the period covered by the visa. Not all employers are scrupulous about checking visa terms in advance, so you may find yourself having worked hours for which you cannot legally be paid. It's therefore your own responsibility to be aware of your own eligibility for paid work and any restrictions.

For more information on Tier 4 visas and working, please see [here](http://www2.warwick.ac.uk/study/international/immigration/tier4/working/) (<http://www2.warwick.ac.uk/study/international/immigration/tier4/working/>).

Even if you are not on such a visa, the University would discourage work outside the course and especially above the 20 hours a week level, since your focus needs to be on study throughout the year of enrolment; the course is defined as full-time and should be treated as such. Therefore, students are not able to use employment as a justification for either non-performance or extra time on assessments.

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3.4 Transcripts and Degree Certificates

Your award certificate is available in one of four ways:

- If you attend a Degree Congregation you will be presented with your certificate on stage;
- If you register to defer your ceremony to a future ceremony date, your certificate will be issued at the time of your chosen ceremony (it cannot be issued before this time);
- If you are not eligible to attend a degree ceremony, or choose to graduate in absentia, your certificate will be posted to you or can be collected from the Student Reception (please allow for up to 8 weeks posting from the ceremony/conferral). If you are to be awarded a sub-degree qualification (e.g. Postgraduate Diploma) and wish to collect your certificate, please use our Contact Us service to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information, please see [here. \(https://warwick.ac.uk/services/academicoffice/congregation/certificates/\)](https://warwick.ac.uk/services/academicoffice/congregation/certificates/)

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3.5 Status Letters

You may obtain a Certificate of Status in one of the following ways:

- Current, full-time students should request a status letter via [eVision \(https://www2.warwick.ac.uk/evision\)](https://www2.warwick.ac.uk/evision). Newly enrolled students will be directed to the Enrolment Dashboard. All others will find Status Letter Request under 'Edit my Personal Data';
- All students can call in to the Student Reception, ground floor, Senate House, where one will be printed for you whilst you wait;
- Part-time/distance learning students, research postgraduates and alumni **only** should complete the form below requesting that one is sent to you.

The third option is aimed those who do not attend campus frequently. Full-time students are respectfully asked to obtain their letter in person from the Student Reception.

If you complete the form [here](https://www2.warwick.ac.uk/services/academicoffice/studentrecords/srforms/statusletter) (<https://www2.warwick.ac.uk/services/academicoffice/studentrecords/srforms/statusletter>) we will endeavour to post your Certificate of Status within two working days but please allow up to five working days at busy times. You should then allow time for the document to be delivered. As no charge is made for this service we will always use second class post in the UK and standard airmail for the rest of the world.

Please note:

- If you require a Certificate of Status for a Schengen visa, or to use with other overseas visa applications, you may use this form. For any other immigration purposes such as post study work letters or to confirm your attendance at graduation, please use the form provided by the International Student Support Office ([available here](http://www2.warwick.ac.uk/services/international/immigration/statusletter)) (<http://www2.warwick.ac.uk/services/international/immigration/statusletter>);
- If you live at an address with a Coventry (CV) postcode you should not require a Certificate of Status for Council Tax purposes;
- The University is **not** able to confirm if you are (or are not) exempt from paying Council Tax. Your certificate of status will confirm your current status at the University and it will be up to the relevant local council to determine whether you are, therefore, eligible for a disregard.

Page last updated: 05/10/20

Next review due: 01/09/21

3.6.1 Master of Business Administration (Full-Time)

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.2 Master in Business Analytics

2021-2022 Course Regulations attached.

Page last updated: 29/11 /21

Next review due: 01/09/22

3.6.3 Master in Business with Accounting and Finance

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.4 Masters in Business with Consulting

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.5 Masters in Business & Finance

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.6 Masters in Business with Marketing

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.7 Masters in Accounting and Finance

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.8 Masters in Finance

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.9 Masters in Finance and Economics

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.10 Masters in Mathematical Finance

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.11 Masters in International Business

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.12 Masters in Management

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.13 Masters in Management of Information Systems and Digital Innovation

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.14 Masters in Marketing and Strategy

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.6.15 Masters in Business with Operations Management

2021-2022 Course Regulations attached.

Page last updated: 29/11/21

Next review due: 01/09/22

3.7 University Regulations

University Calendar

The University Calendar (<http://warwick.ac.uk/gov/calendar> (<http://warwick.ac.uk/gov/calendar>)) contains information about key University Regulations and Policies which you should read and comply with. This handbook is kept as up to date as reasonably possible; nevertheless in all situations, the Regulations as set out in the Calendar, course regulations and examination conventions have ultimate authority.

Summary of key University Regulations, policies and guidelines

Regulation/Policy/Guidelines	Link
Examination regulations: Regulation 10	http://warwick.ac.uk/regulation10 (http://warwick.ac.uk/regulation10)
Student Disciplinary Offences: Regulation 23	http://warwick.ac.uk/calendar/section2/regulations/disciplinary (http://warwick.ac.uk/calendar/section2/regulations/disciplinary)
Procedure to be adopted in the Event of Suspected Cheating in a University Test(including plagiarism): Regulation 11	http://warwick.ac.uk/regulation11 (http://warwick.ac.uk/regulation11)
Procedure to be adopted in the Event of Absence for Medical Reasons from a University Regulation Governing Student Registration, Attendance and Progress: Regulation 36	http://warwick.ac.uk/regulation36 (http://warwick.ac.uk/regulation36)
Regulations Governing Taught Postgraduate Courses: Regulation 37	http://warwick.ac.uk/regulation37 (http://warwick.ac.uk/regulation37)
Regulations governing the use of University Computing Facilities: Regulation 31	http://warwick.ac.uk/regulation31 (http://warwick.ac.uk/regulation31)
University Policy on Recording of Lectures by Students	http://warwick.ac.uk/quality/recordinglectures/ (http://warwick.ac.uk/quality/recordinglectures/)
University Smoking Policy	http://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy (http://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy)
Health, Safety and Wellbeing Policy	http://warwick.ac.uk/services/healthsafetywellbeing (http://warwick.ac.uk/services/healthsafetywellbeing)
Data Protection Statement	https://warwick.ac.uk/services/sim/dataprotection (https://warwick.ac.uk/services/sim/dataprotection)
Dignity at Work and Study Policy	http://warwick.ac.uk/dignity/ (http://warwick.ac.uk/dignity/)

Page last updated: 27/09/21

Next review due: 01/09/22

3.8 University Data Protection Policy

The University of Warwick is committed to protecting the privacy rights of individuals who entrust the University with their personal data. [This Data Protection Policy \(https://warwick.ac.uk/services/idc/dataprotection/\)](https://warwick.ac.uk/services/idc/dataprotection/) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice

[\(https://warwick.ac.uk/services/idc/dataprotection/privacynotices/studentprivacynotice/\)](https://warwick.ac.uk/services/idc/dataprotection/privacynotices/studentprivacynotice/) - We ask that you read this privacy notice carefully as it contains important information on who we are, how and why we collect, store, use and share personal data, your rights in relation to your personal data and on how to contact us and supervisory authorities in the event that you have a query or complaint.

4.1 introduction to my.wbs

WBS has developed a student portal called my.wbs which is the platform used to support the learning experience for all our students. Many of the essential administrative tasks required of students (e.g. submitting assignments) are conducted through my.wbs and the portal also facilitates communication between students, academics and the Programmes Team. The flexibility and speed of my.wbs makes it a valuable medium for teaching and learning.

The address for my.wbs is: [my.wbs.ac.uk \(http://my.wbs.ac.uk/\)](http://my.wbs.ac.uk/)

For an introduction to my.wbs, please watch the following video:

Note: *Audio and video is only available in the online version of this content.*

Your my.wbs profile contains your personal settings for my.wbs. You are encouraged to update your profile settings when you first log onto my.wbs by clicking on 'My Admin' and selecting 'Profile'. Within your profile setting, you can sign up to receive a personalised email alerting you on a daily basis to new postings on my.wbs that are relevant to you. You can choose to receive a summary of all postings or you can select to include the complete text of discussion postings in the daily email. Signing up for these emails is strongly recommended.

Communicating online or in an online team (see [wbsLive online classrooms](http://my.wbs.ac.uk/academic/37360/resources/in/381545,786762/item/786764/)) ([/-/academic/37360/resources/in/381545,786762/item/786764/](http://my.wbs.ac.uk/academic/37360/resources/in/381545,786762/item/786764/)), especially as there may be cultural barriers, can be difficult. To help you in achieving the best from electronic communication, it is recommended that you follow these simple guidelines:

Do:

- check my.wbs regularly.
- keep e-mails and posts, short and to the point, people have enough to read already.
- re-read your e-mail or post and check attachments before you press 'send' or 'submit'.
- be polite, business-like and friendly.
- respond in a timely manner.

Do not:

- treat my.wbs as a social network site.
- assume that the way you have read someone's message is the way they meant it to be read (most users do not have English as their first language and we have many cultures and nationalities in our community - seek first to understand).
- use 'Reply All' unless you are absolutely certain that all addressees need to hear what you have to say.

Page last reviewed: 05/10/20

Next review due: 01/09/21

4.1b my.wbs overview

Responsive Design. . The responsive design is intended to make sure all users have the have best quality of experience whichever devices they are using.

homepage labelled

This is the same my.wbs homepage on the smartphone view:

homepage mobile

The button at the top left of my.wbs opens the main menu which contains every area you can visit in my.wbs. The menu uses auto-complete to make searching faster.

menu autocomplete

Relevance. All of our feedback forums have been reporting that it can be difficult to find resources on my.wbs, and that a lot of the content they can see isn't relevant. We have three new features intended to make the information on my.wbs more relevant to you:

- **Channels.** Instead of mixing all of the content from different areas we have divided my.wbs into channels: academic, teaching support, community, careers, alumni, staff and governance. Each of these channels has a corresponding summary email.
- **Timelines.** Each area in my.wbs, including the channels, can be viewed as a timeline. You can scroll through everything that has happened in each area and clearly see what is new since you last logged in.
- **Searching and Filters.** All areas and timelines can be searched and filtered. This makes it far easier to look for specific information.

4.1c Using the timeline to keep track of activity

Using timelines to keep on top of activity in my.wbs

Timeline Icons:

Everywhere you go in my.wbs you'll see the timeline icons which enable you to switch to a time-based view of all the activity in your current area.

Timeline thumbnail

What's in the timelines?

The timelines extend as far back in time as you want to go. You can keep loading them until there is no more activity. A dotted line tells shows you when you last logged in so that you can quickly see what has happened since then.

The timeline on your Academic homepage includes all of the activity from the Academic Channel. You can also see timeline views in your courses, modules, or study groups.

You can interact with any items on the timeline by clicking on them (e.g. join in a discussion or submit an assignment).

Timeline thumbnail

Searching and Filtering Timelines

At the top of each timeline there is a search box and filter buttons which enable you to focus in on the posts or events you are interested in.

The time filter enables you to pick the period of time displayed in the timeline. You can pick from *Today*, *Last Week*, *Last Month* or pick months off a calendar.

Often the quickest way to find a single item is to use the search. Typing 'Example' in the search would quickly show any example assignments or exercises.

Timeline thumbnail

The most common timeline filters are:

- Show me everything
- Forum activity
- Resources and notices
- Key events (deadlines/tutorials etc)
- Where I am a participant
- Flagged as important
- Topics for which there are no replies

4.1d my.wbs FAQs

We thought it might be useful to share some of the common themes which have emerged in case you find them useful:

1. Where's my stuff? I can't find something!

Use the search. It's includes searching within menus as well as enabling searches within a single space, such as a module. Just click on the magnifying glass in the top bar to see all of the options.

2. Where is the menu?

It's still there. We've kept it out of the way for day-to-day use but just click on the icon in the top left of the screen and it will slide into view. You can search here as well if you like.

3. Can I print off my lessons?

This one is particularly for modules with structured lessons. Just go to the 'resources' menu and choose 'lessons' and you should see the links.

4. My photo's not looking great

Our standard avatar size is 200px x 200px. Perhaps it's time to [upload a new one? \(/-/profile/me/home/\)](/-/profile/me/home/)

5. What neat hot-key combinations do you support?

OK, no one really asked that one, but this can save you so much time: hit CTRL+SHIFT+/ together (three keys at the same time) and you'll see a search box pop up in the middle of the screen. Start typing the name of a module for example and the searches will appear. Click on one, or use the down arrow to choose and hit return and you're taken straight into the module. This could seriously save you time.

6. But I've found something which really is broken

my.wbs is unique for every user. Although we do test and have automatic error reporting there are still things which have slipped through. So please do let us know. We promise to look at your message promptly and get you back up and running as soon as possible.

4.2 wbsLive Classrooms

wbsLive is an internet-based classroom and is available for students on some courses to communicate with each other online. wbsLive allows you to meet online in a similar way to Skype, give live presentations, use desktop applications and annotate whiteboards. It also enables you to interact via text, verbally and with video using a webcam. Your course may also use wbsLive for delivering presentations, lectures and talks from academics, Programme Team members and guest speakers.

You may wish to use wbsLive to keep in contact with each other or have group meetings. On my.wbs there is an area called 'Groups'; either your cohort group or your syndicate group is listed. Each of these groups will have a wbsLive classroom available within it for real-time interaction, plus the usual discussion forums and notice boards.

For information on setting up and using wbsLive, or for technical support, please see the wbsLive support site [here \(http://go.warwick.ac.uk/wbslive\)](http://go.warwick.ac.uk/wbslive).

4.3 Academic Writing

The WBS Academic Writing resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs.

The resource is structured around the WBS marking criteria and features short explanatory videos, a downloadable infographic, insights from faculty, worked examples and a checklist for each of the 7 topics:

- Academic writing style,
- Structure,
- Comprehension, Analysis,
- Critical Evaluation,
- Reflective writing
- Referencing and citation.

All PGT students can access the resource at the same link: [Postgraduate Academic Writing resource \(/academic/264949/home/\)](#) and it is intended that you can dip in and out, as required.

Page last updated: 23/04/21

Next review due: 23/04/22

4.4 Library

You are encouraged to familiarise yourself with the wealth of information and resources provided by the Library at the earliest opportunity in your course. The Library provides access to an excellent range of electronic and hard-copy resources; specialist advice on sourcing information and developing research skills; study areas; and printing, copying and scanning facilities.

Please refer to the [Library website \(http://www2.warwick.ac.uk/services/library/\)](http://www2.warwick.ac.uk/services/library/) for general information, including online guides and tutorials. There is also a lot of help and advice for Distance Learning students [here \(http://www2.warwick.ac.uk/services/library/students/services-for\)](http://www2.warwick.ac.uk/services/library/students/services-for)

You will find the contact details of the Academic Support Librarian for WBS and subject-specific support [here \(http://www2.warwick.ac.uk/services/library/subjects/social-sciences/business/\)](http://www2.warwick.ac.uk/services/library/subjects/social-sciences/business/)

You will also find [video tutorials and guides \(http://go.warwick.ac.uk/lib-getstarted\)](http://go.warwick.ac.uk/lib-getstarted) to some of the Library's key services including Encore, the Library's discovery catalogue. Use [Encore \(http://www2.warwick.ac.uk/services/library/search/\)](http://www2.warwick.ac.uk/services/library/search/) to search for print books, ebooks, journals and articles. The results will indicate availability and links will grant you access to electronic resources.

Electronic resources

The Library subscribes to many excellent electronic resources including e-journal and e-book collections, market research databases, company information databases and much more. As a University of Warwick student, you are entitled to access these resources wherever you are in the world. Electronic resources can be found on Encore or [browsed by subject \(http://webcat.warwick.ac.uk/search~S1/v?business\)](http://webcat.warwick.ac.uk/search~S1/v?business). To access most of these resources, you will be required to log in using your Warwick username and password.

Borrowing from the library

With your University Card, you can borrow books from the Library. Loan entitlements can be found on the Library website.

Books should be returned by the due date or fines are payable. You can renew books for another loan period provided no-one else has requested them. Books can be renewed in person, by phone or online using your [Library Account \(http://www2.warwick.ac.uk/services/library/account\)](http://www2.warwick.ac.uk/services/library/account).

Please be aware that books on loan to you can be requested by other users, so you may be required to return books before the due date. You will be informed by email of all books recalled from you. The fine for late return of a recalled book is £1 per day. All emails sent from the Library go to your University of Warwick email address; this should be checked regularly or forwarded to another account.

My Library Account

You can manage your [Library Account online \(http://www2.warwick.ac.uk/services/library/account\)](http://www2.warwick.ac.uk/services/library/account). Log in through Encore to view the books that you have borrowed, renew books, review your holds and pay fines.

Visiting the Library

Please check the opening times on the The Library website before you travel. Your University Card allows you access. More information about safety can be found here: [Study spaces - University of Warwick Library \(warwick.ac.uk\) \(https://warwick.ac.uk/services/library/using/libspaces/\)](https://warwick.ac.uk/services/library/using/libspaces/)

The Library provides a [variety of study environments](http://www2.warwick.ac.uk/services/library/using/libspaces/) (<http://www2.warwick.ac.uk/services/library/using/libspaces/>), ranging from group areas to silent study.

Page last updated: 06/01/21

Next review Due: 01/09/21

4.5 Library Tutorials and Guides

A range of guides and tutorials on finding business information and using specific databases can be found on the [Library's subject pages](http://www2.warwick.ac.uk/services/library/subjects/social-sciences/business/). (<http://www2.warwick.ac.uk/services/library/subjects/social-sciences/business/>)

Guidance for referencing can also be found on the subject pages. In addition, the Library provides support materials for the reference management software [EndNote Web](http://www2.warwick.ac.uk/services/library/students/endnote/). (<http://www2.warwick.ac.uk/services/library/students/endnote/>)

In addition, the following videos demonstrate how to locate journal articles.

Finding a journal article using a reference

Note: *Audio and video is only available in the online version of this content.*

Finding a journal article on a particular topic

Note: *Audio and video is only available in the online version of this content.*

Further help

There is a dedicated discussion area and notice board for the [University Library in my.wbs](https://my.warwick.ac.uk/academic/151/home/) ([/-/academic/151/home/](https://my.warwick.ac.uk/academic/151/home/)) which is regularly maintained by Library staff.

If you have any questions or problems using the Library's services or resources, please ask at the Helpdesk in the Library on Floor 1 or email library@warwick.ac.uk (<mailto:library@warwick.ac.uk>) .

If you need help finding material for your study, please contact the Academic Support Librarian for WBS, Katherine Waters at Katherine.Waters@warwick.ac.uk (<mailto:Katherine.Waters@warwick.ac.uk>)

Page last updated: 08/11/20

Next review Due: 01/09/21

4.6 Student Work Areas

The PG student lounge (Room B0.010) and the PG Learning Space (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment which contain computers for group work purposes. In the PG Student Lounge you will also find a kitchenette for making hot drinks and heating food.

Postgraduate students are also able to use the seminar rooms Monday to Friday in the Business School for private study when they are not being used for teaching. Please always check the teaching timetable displayed on the door of each room to check whether the room is in use or has been pre-booked. Students must vacate a room immediately if a user that has booked the room in advance arrives. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing. These rooms are not available at weekends.

Access

Access to the WBS Scarman Road building is 24/7 except during the Christmas shutdown period. The front entrance doors (into the main reception area) will be secured out-of-hours. Access outside of standard business hours is via your student card. Students from other departments are not allowed to use the facilities within any WBS Buildings.

Please note: smoking is not permitted at the front or rear of the WBS Scarman Road building or along the side of the building on Gibbet Hill Road. The designated smoking area is at the end of the building wall along the side of the building on Gibbet Hill Road.

The Postgraduate Hub

Please visit the website for revised opening times and facilities during Term One 2020, due to Coronavirus

For more information:

<http://warwick.ac.uk/pghub> (<http://warwick.ac.uk/pghub>)

The [Postgraduate Hub](https://warwick.ac.uk/services/library/pghub/about/postgraduate_hub/) (https://warwick.ac.uk/services/library/pghub/about/postgraduate_hub/) is a peer-led collaborative community space for Warwick postgraduate taught and research students to access support and to work and share experiences together in the broadest context of postgraduate life,

At PG Hub you can:

- Book meeting rooms for group-work and collaborative study, as well as find first-come-first-served study and meeting space;
- Ask any questions you might have about your postgraduate life at Warwick;
- Access support for your dissertation through Dissertation Station;
- Find mentorship to take you to the next level;
- Get actively involved in cultural events, which last year included Hallowe'en, the Burns Poetry Competition, Chinese New Year and a Nowruz Celebration;
- Locate support for your studies and future career plans through events and drop-ins;

- Share your postgraduate life through our competitions and social media.

We recognise that postgraduate life is about more than just work. PG Hub exists to make your time at the University more productive and enjoyable, so we welcome your ideas on things you want to see as a Warwick postgraduate.

#WarwickPGHub

pghub@warwick.ac.uk (<mailto:pghub@warwick.ac.uk>)

There are also flexible and informal spaces for group and individual study - known as 'Learning Grids' - that can be used by all members of the University. Two Learning Grids can be found on campus in University House and the Rootes Building, with a third in Leamington Spa. Further information about the Learning Grids - including opening times - can be found [here \(http://www2.warwick.ac.uk/services/library/using/libspaces/\)](http://www2.warwick.ac.uk/services/library/using/libspaces/).

Page last updated: 08/10/20

Next review Due: 01/09/21

4.7 IT Facilities

In the WBS Scarman Road building, there is an open access computer lab located in room 0.101. The main IT teaching suites are located in rooms 0.102 and 0.103 which are also available for open access outside scheduled taught sessions.

Further details about student work areas in WBS, including additional IT facilities, are available at:

<http://www2.warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/computing/wbs>

(<http://www2.warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/computing/wbs>)

WBS provides dedicated IT support for its students which can be accessed via the helpdesk on the ground floor diagonally across from the PG student lounge or by logging a call through the WBS Solutions website at:

<http://www2.warwick.ac.uk/fac/soc/wbs/central/issu/help>

(<http://www2.warwick.ac.uk/fac/soc/wbs/central/issu/help>)

4.8 Financial Times Subscription

As a WBS student you can register for free access to the FT.com enabling you to stay up-to-date with the latest news and opinion.

The registration details can be found at [my.wbs.ac.uk/go/ft \(/go/ft\)](https://my.wbs.ac.uk/go/ft (/go/ft))

Once registered you can access FT.com online or via the app for your chosen device. You can also set up personalised email briefings and alerts

to ensure you don't miss important content.



4.1b IT Quick Start-up Guide and FAQs

WBS IT Induction 2020/2021

Getting IT Help and Support

Room 0.007

help@wbs.ac.uk

+44 (0)24 765 22522

<http://help.wbs.ac.uk>

@WBSSystemStatus

WBS IT helpdesk opening hours

For opening hours please visit <http://help.wbs.ac.uk/times>
(<http://help.wbs.ac.uk/times>)

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a **my.wbs** account for accessing the premium facilities and services available to WBS students only.

my.wbs (<https://my.wbs.ac.uk>) is your personalised online learning environment. This will be our primary point of contact with you. Please make sure you log in on a daily basis using either your WBS or IT Services account.

WBS Account (similar to MS19XX)

- my.wbs access (plus any other web sites ending with 'wbs.ac.uk')
- File storage on WBS networks (your H: drive)
- Free printing allocations available for use within WBS
- Computer labs in WBS buildings (exclusively for WBS post-graduate students)

ITS Account (similar to u1912345)

- Your Email
- Wifi access via 'Hotspot-secure'
- Shared computing facilities in WBS buildings
- University of Warwick web site ('warwick.ac.uk')
- Access to Library resources online

Useful Addresses and Frequently Asked Questions

Your Email Account at the University (<https://warwick.ac.uk/mymail> (<https://warwick.ac.uk/mymail>)) can be accessed with your ITS account. It is your official university email account and you will need to check it daily. This account will remain open for 12 months after your course ends.

Support for personal devices including WiFi

You can find help and advice here: <http://help.wbs.ac.uk/owndevic> (<http://help.wbs.ac.uk/owndevic>)

Online Service Portal (<https://services.wbs.ac.uk/servicedesk/customer/portal/6> (<https://services.wbs.ac.uk/servicedesk/customer/portal/6>)) Need support? Raise a ticket to our helpdesk for extra assistance.

Connecting to University Email on your Smart Phone

You will find instructions for iPhones and Android here:

<http://www2.warwick.ac.uk/services/its/servicessupport/email/mobile/>
(<http://www2.warwick.ac.uk/services/its/servicessupport/email/mobile/>)

What are my WBS account details?

Simply click on the 'Can't sign in?' link on the my.wbs login page, then follow the instructions on screen to request a new password. Your WBS username will be emailed to you as part of the process.

What are my IT Services (ITS) account details?

You must apply for these as part of your enrolment here: <http://www.warwick.ac.uk/register> (<http://www.warwick.ac.uk/register>)

How much can I print?

You have an allocation of 4,000 print credits to use on WBS printers. This quota is credited in 1,000 page allocations. Individual print jobs are limited to 50 pages. For more information, please see:

<http://help.wbs.ac.uk/studentprint> (<http://help.wbs.ac.uk/studentprint>)

How does printing work?

See the instructions on the wall next to the printers for how to print, photocopy and scan. You will need your university card in order to print in the PG Spaces.

Where are the student study areas in WBS?

PGIT Room 0.101 for collaborative work.

PGIT Rooms 0.102/3 for IT Labs sessions.

PG Learning suite 1.002 for quiet individual study.

Access is 24 hours a day, 7 days a week (except for the University Christmas shutdown).

Free/discounted/additional software

Personal computers: <http://www.warwick.ac.uk/software> (<http://www.warwick.ac.uk/software>)

WBS computers: use the 'Software Centre' icon on the desktop to install additional software

Page last updated: 06/10/20

Next review due: 01/09/21

5.1 Pre-Module Preparation

Introduction

In advance of the start of your module, the materials including pre-reading lists will be posted in my.wbs. The main objective of pre-reading is familiarisation with key ideas and cases, so that your lecturers can assume that you all share a basic understanding of the subject, before they begin their lectures. Pre-reading can be a challenge because of the amount of reading that you have to do.

There are several elements to the pre-reading and it's essential that the required preparation is done. In some cases this will mean reading a case study and preparing answers to a series of questions. In others, it will involve reading some important introductory material.

In addition to the required pre-reading, recommended reading is also worth looking at but the key to effective pre-reading is to prioritise. Some of the recommended essential reading content can be read after the face-to-face element and indeed it may make a lot more sense to you after you have been to the lectures. The subject overview and pointers to other sources of reading can be especially beneficial when you have to apply models and tools during your assignment.

We understand that many of you will find it difficult to complete all of the reading due to other commitments, so the readings are classified as follows:

- **Pre-readings** are included in the online materials; you should read these in advance of the session to which they relate. Unless specified, you should treat ALL case studies as required pre-reading.
- **Essential readings** are also included in the online materials. In order to complete the module and the assignment successfully you should complete this reading when you have time, either during or after the module.
- **Further readings** are intended for those who may wish to widen and deepen their understanding of particular issues now or in the future. You will have to use your own library skills to obtain these.

Tips and reflections for pre-reading

Finding the time to effectively work with the pre-reading

Finding the time to do the pre-reading will vary from module to module according to the volume and complexity of the reading, and also depending upon whether you are required to analyse a case and prepare answers to questions based on it.

Look through it and see what needs to be done

You don't always have to read all of the recommended texts, for example! Gauge how much time you will need to prepare and prioritise what to do first. If you are working on finishing an assignment for another module that will probably take priority over doing the reading for the next. Working through any case studies and associated questions will probably have the highest priority, but check to see what the Module Leader wants you to prepare.

Think about how much time you are prepared to find

This will probably be determined by what you want from the course. If you are aiming for a distinction then you may be prepared to find extra time at a possible cost to the time available for your social life. Other commitments in your life might have to take priority over module preparations at other times. Be selective with your pre-reading.

You may find it most effective to do the bulk of it just before you start the module.

Different modules may require different amounts of time being available for preparation

The nature of the pre-reading and your own ways of working may mean that you have to find different blocks of time for different modules. Highly numerical modules might benefit from having a two or three hour block where you can really focus. Other module reading might be possible in ten or fifteen minute blocks that appear here and there through the day. Find the time by being organised! Look for blocks of time during the day.

Think about how you prefer to work, and what implications this will have for making time to do the pre-reading

Are you the sort of person who needs a rigid timetable, or can you be flexible and use the time as and when it becomes available? As with all your learning, take time to reflect and really consider and learn from your experiences and discover what works for you and, critically, remember the work/life balance.

Working with the pre-reading and making sure that you can understand and apply what you are reading

Again there will be variations from module to module. Some will be highly numerical, others theoretical, others highly discursive. Add to that your own varying interests in different topics and your own work commitments, and you can expect variations in how you tackle the pre-reading. Dealing with pre-reading is in itself a learning process: on one hand you don't want to let the rest of your syndicate group down by coming unprepared, but on the other you really don't want to destroy your work-life balance by doing nothing but pre-reading.

Check your understanding

Making sure that you understand can sometimes be difficult, but you do have the lectures to put things into place, plus you have your fellow students and maybe colleagues at work to chat to. In essence, look to develop informal support groups – students use email, phone/conference calls and my.wbs discussion boards to discuss materials before the modules to share materials and check their understanding of the topic.

Be an active reader

Try to be active in your reading and avoid just staring at the page and hoping that it's going in! A few people start off making many notes from the cases and texts, but think about what you need to do. It may be more efficient to highlight key areas and use notes to refer to where the important paragraphs or quotes can be found. Getting into an efficient system for cross-referencing early on in your studies can be very beneficial when it comes to finding sources for your assignments. Approaches to reading case studies vary from highlighting, using post-it notes, jotting down notes in the margins, using a note book, to developing mind maps to highlight key points and theories. Wherever possible, relating them to your business area or general knowledge can make things easier to take in and remember. Make sure that you are familiar with what's in the pre-reading so that you can find it quickly and have at least a passing awareness of its content. Remember that case studies offer an opportunity to apply theory to the real world. Even if there are no questions specifically relating to the case study, ask yourself about what's going on? Who are the characters involved? How are they involved? When and where does the case take place and why are things happening? Try to get a basic understanding of the key characters and events. Case study preparation could also include jotting down any questions which you have and that could be raised and addressed either in the lecture and syndicate sessions.

Where will you do the pre-reading?

Think about the place where you are going to do the reading. Are you the sort of person who can work anywhere, including those times when you are standing on an over-packed train? Or do you need total peace and quiet to concentrate? Part of your planning process might involve deciding what pre-work to do when and where.

Pre-reading is about familiarising yourself with the subject area

You may be looking at very large amounts of pre-reading so it's important to scan through the contents, introductions and concluding sections to get a good overview of what you will be covering and also to think about what you know already. This approach may be especially useful if the pre-reading includes a text book and no indication of which chapters to read.

The value of pre-reading to your time at the face-to-face module and for writing the assignment

Again, this varies from module to module. It can be very important to prepare fully for modules whose subject is very unfamiliar to you. There are differences in the way that academics use pre-reading. Some are very prescriptive in terms of what must be done and that they won't go over it in the lectures. Others cover much of the pre-reading during the lectures, but you don't know initially what an academic's approach is going to be, so do be prepared!

Be familiar with the readings so you don't waste times in syndicate sessions

Given the volume, you may find yourself doing a lot of skim reading so that you know what's where, if the pre-reading doesn't seem to be so relevant to the case study or the questions posed in the pack.

Use the pre-reading to get up to speed with topics that may not be so familiar to you

A benefit of doing the pre-reading is that everyone should theoretically be at the same point at the beginning of the module. Where people do not do the pre-reading it can be a cause of huge frustration to those who have done it. By looking at the pre-reading you can get a good idea of whether or not you are going to be comfortable with the subject matter. For example if you don't have a financial background, scanning through the pre-reading for finance modules may prompt you to put in some extra preparation work before you attend the lectures.

Use the pre-reading as a starting point to get background knowledge for your assignments

The value of pre-reading for assignments can be in terms of setting the scene, or providing links to further reading, but you will almost certainly have to do further literature searches or search for data within your organisation in order to adequately complete the assessments.

5.2 Course Attendance

Attendance and participation in all taught sessions, whether in person or online, is essential. You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

If you are unable to attend a scheduled session due to ill-health or other commitments, please inform your Programme Team by email stating the reason for non-attendance. It is your responsibility to manage your time and engagement with the teaching and learning opportunities provided both in the classroom and on my.wbs.

If a lecture or seminar is cancelled, your Programme Team will put a notice on my.wbs in advance. If the lecture is cancelled at very short notice, we will put a notice on the classroom door. You are also expected to complete all formal course assessments by the deadlines specified.

As part of the welfare and progression monitoring process, the Programme Team will check attendance and participation throughout your course. You should tell your Programme Team immediately about any issues which are affecting your studies. Please see Section 1.4d for more information on how and when we monitor your attendance.

You should tell your Programme Team about any absences at the earliest possible point. If you miss multiple attendance monitoring points, the Programme Team must report this to the University; formal steps will be taken to discuss your progress. Where there are serious concerns about your engagement with the course, the matter will be referred to the University's Continuation of Registration Committee which may determine that your registration should be terminated.

C l i c k [Regulation](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 36
(<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/>) for full details of the University's and the department's expectations in relation to student progress, attendance, engagement and completion of work, along with the processes and procedures for those students who do not engage satisfactorily.

Page last updated: 09/10/20

Next review Due: 01/09/21

5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures and group work, but they also play a vital role in establishing support networks and social connections that can both help you through your studies and make them a pleasurable experience.

Lectures and group work have different purposes:

- Lectures aim to disseminate information, ideas, tools and frameworks, to challenge students' thinking and to provide the opportunity to question and discuss key ideas.
- Group work aims to discuss and apply ideas, tools and frameworks; to challenge key ideas in an applied setting, e.g. via analysis of a case study.

Learning is often stimulated by doing, whether that be applying tools and techniques or indeed teaching others. You will have the opportunity to share your own experiences and learn from those of your syndicate group members during syndicate group work. You will also have the opportunity to report back to the rest of your class at the end of syndicate sessions. There are many roles to play in syndicate work and reporting back: presenter, collator, debater, maker etc, and it's worth taking the opportunity to try them out. There are many opportunities to have a go at presenting, so think about helping others in your group who are perhaps less confident presenters. Even if you want to leave the assessed presentation to the strongest presenter, the course provides an opportunity to practice and hone your presentation skills within a friendly group.

The most successful syndicate groups are the active ones where it can be both noisy and challenging. You learn by having others challenge your ideas and beliefs.

Come to a module with an open mind and be prepared to listen, to discuss, and to learn from others' ideas and experiences. Think about what's important to you and relate it to your personal goals. Even if you know a subject really well, come along ready to share your experiences and to enjoy yourself.

You will maximise the learning and the pleasure by doing the preparation and arriving with the right mindset.

5.4 Participating in Lectures

How to participate in lectures

Your approach is going to depend on you and how engaging, interesting or otherwise you find a particular lecture.

Be attentive and don't rely totally on the content of the handouts. Think about what's being said and discussed and relate it to your own work experiences and learning goals and think about how it can be applied. Your fellow students' experiences are an incredibly powerful resource, and one which will be enhanced if you go in with the attitude that you want to participate and be active.

Part of the value of the WBS experience is being prepared to challenge what is said, so, at times, it might be more important to you to engage rather than to make notes.

You generally get very detailed handouts, so you may just need to jot down additional thoughts and ideas from the academic and the group.

Some people do manage to make extensive notes, perhaps producing mind maps, and to actively participate. Again, think about and see what works for you. Having just a few notes can help you when it comes to reflecting or jogging your memory later. Try to build links between pre-reading, the lecture/syndicate experience and the assignment, and indeed from module to module.

Active participation can be a bit nerve-wracking until you get to know the group. You might have to be quite confident or even pushy to get your point across. Participation will depend on how confident you are with the subject matter, but don't worry about asking questions, as generally there will be others in the group wanting to ask the same question. It can be frustrating to be in a diverse group of students when only half of the group are prepared to say anything and share experiences, so have a go at participating. It can be very rewarding to feel that you are adding something to the group's learning experience.

Remember that the academic is a resource - break times can be used to get clarification on issues from the lecture or to discuss assignments, especially if you want to discuss the relevance of using examples from your own organisation in your assignment.

5.5 Working in Groups

What makes a good syndicate group?

A mix of personalities, learning styles and agendas

Consider the fact that a syndicate group is made up of individuals with their own personality, learning styles, agendas, interests and reasons for being on the course. The induction module introduction to team role theory and learning styles is done for a very good reason. Even though many of you may have undertaken such exercises before, it's useful to do this at the forming stage of any syndicate group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling within groups, but syndicates should be able to accommodate these.

A successful syndicate group is essential to the WBS experience as it's the environment where you begin to apply what you learn in the lectures. They require a positive attitude, a willingness to learn and at times they will require you to be patient and to be a careful listener. Part of the challenge for you will be to get to know the members and how to get the best from them. Coming into a group with an open mind and being prepared to both influence and be influenced will be a good start. You will have contributions from different personalities who will approach problems from different perspectives and have different ideas, so it's worth listening to them and accommodating them.

Take the time to discuss expectations

It is useful to discuss both how you work and what your expectations are from the course and to establish ground rules, for example about how late into the night the group are prepared to work. It's important to be honest here about your expectations and to get a true picture of what each other's expectations are.

Discuss the way in which the group will work

The group needs to organise the way that they work so that the limited amount of syndicate group time can be used effectively. Some successful syndicate groups use a short contracting session at the start of the module to review and reinforce their way of working and their agreed ground. Previously agreed rules may not work and might need to be revisited and rethought. Participants need to be able to trust each other and to share the workload fairly.

An interesting challenge in later elective modules might be the presence of students from other modes of study.

Develop support groups

A syndicate group can also form the basis of a successful support group, exchanging thoughts on the pre-reading and assignment, particularly considering that members may well each have a specialism that's interesting or useful for you and others to bounce ideas off.

Working with case studies

The case studies provide a practical test bed for you to apply and consider the theory and ideas covered in the lectures and pre-reading. Lectures provide the context and then the syndicate work reinforces the learning by practice - applying the theory to a particular business situation. To make the most of the experience you need to have prepared and you need to be able to rely on the fact that the rest of the group are prepared too!

Make sure you do the required preparation

There isn't a lot of time, perhaps only a 30 minute break out session, to discuss a case study, so you do need to

focus and have come along prepared, having read, analysed, and attempted to understand who are the key players in a case study and what are their agendas or interests. Not coming prepared simply wastes time for the rest of the group, and can be a source of real frustration as there simply won't be time in the session to catch up with the reading. Do be prepared for the fact that sometimes circumstances might conspire against a group member being fully prepared for the module and indeed you may see some last minute reading over breakfast.

When you are reading and analysing case studies, do be prepared for the fact that it may be difficult to transfer ideas to your own area. Ideas may become useful when you look back and reflect at a later date.

Be flexible and open-minded when discussing cases in syndicate groups

If you don't get the discussion questions with the pre-reading you may have to work very fast - 20 minutes or so - and with differing opinions you may have to debate and agree to disagree. The more prepared you are, the easier it will be to get your point across. There may be a conflict between the detail within the case study and the amount of time that you get to analyse it, so try to divide the tasks and make time to come back for a discussion that includes the whole syndicate group. Sometimes the subject matter of a case study will coincide with a group member's specialist area, so use them as a resource, and quiz them to get a better understanding.

What are the qualities of a good group presentation?

Make sure that you actually answer the question that's being asked and that as a group you understand the question. It can be easy to become side-tracked so you may need to make an effort to keep things focussed. A bit of variety in your presentation can make it stand out if you want it to. But be careful not to end up with more style than content. The presentation needs to demonstrate application of learning from the week. You might wish to consider other ways of summarising your learning than a PowerPoint presentation, e.g. a role-play?

Views of what makes a good presentation can change over time, from a formal business presentation to a role-play. Learning can be more effective when it's enjoyable. Your presentation can be more engaging if you simply move away from the lectern and engage in eye contact with the audience.

There can be a tendency for the group presentations to be treated as a competition, whereas ideally you should be aiming to get the most out of the presentation for yourself in terms of developing your own management skills.

A good presentation is clear, coherent and links to the frameworks introduced during the week, and it sticks to the time available. You will be really unpopular if you consistently overrun.

Distribute tasks amongst the group but do be aware of individuals' strengths and weaknesses. If there is a good presenter in the group then let them do the presentation. It's important to share responsibilities as there is much preparation to do and everyone's effort is needed.

When you are discussing the content to go into your presentation you will need to be patient and listen to other's views and be prepared to argue your point and/or to compromise.

6.1a Types of Assessment

We use a wide variety of assessment methods throughout the modules on all courses. Details of how each module is assessed is provided in the 'assessment' tab within the module.

Here is an overview of the main assessment types that are currently in use:

Individual Assignment

This is a piece of work which you complete on your own. Typically an essay or report-style piece of work which addresses a specific question or set of questions. The specific details and word limit will be given to you during the module - pay careful attention to these! More details on formatting, presenting and submitting individual assignments can be found in Section 6.2 of this handbook.

For some modules, a single individual assignment is the only assessment for a module and is worth 100% of the mark. In other modules, the individual assignment may be combined with another assessment, such as group work, an exam, or a presentation for example.

Group Work

Group work may make up to a maximum of 40% of a total module mark. As a group, you will need to work together to produce a single output, which one person will submit via my.wbs in the same way as an individual assignment is submitted. Producing a single piece of work as a group will be challenging. See Section 5.5 for more information and tips on working in groups.

Peer Assessment

Some modules also include an element of peer assessment within the group work. Where self and peer assessment is used, members of the group are given the opportunity to score themselves and each of the other members of the group against a series of clear criteria which reflect their contribution to the task and the extent to which they have demonstrated a range of team-working skills. Peer assessment also gives you the opportunity to recognise above average contribution or team-working skills.

Examinations

These are traditional large scale events, where questions are asked and you are required to handwrite your answers within a given time limit. For more information about exams, please see Section 6.3.

6.1b Cheating and Plagiarism

Cheating

We expect all students to demonstrate the highest standards of academic integrity at all times. Lack of academic integrity (academic dishonesty) refers to 'cheating' which means any academic act that is dishonest or unfair. This includes plagiarism, collusion or unauthorised collaboration, contract cheating, examination misconduct, theft of other students' work and misconduct in research. Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning.

Academic dishonesty includes any of the following types of behaviour and can apply to any work that you do during your studies (including written assessments and essays, examinations, group work, presentations, audio or film production etc.).

- Plagiarism or verbatim copying - material copied word for word or exactly duplicated without any acknowledgement of the source.
- Inappropriate/inadequate acknowledgement - material copied word for word which is acknowledged as paraphrased but should have been in quotation marks, or material paraphrased without appropriate acknowledgement of its source.
- Collusion - material copied from another student's assignment or work with her/his knowledge.
- Purloining - material copied from another student's assignment or work without that person's knowledge.
- Ghost writing (contract cheating) - work written by a third party and represented by the student as her or his own work.
- Word switch - a sentence or paragraph copied into an assignment with a few words changed will still be considered to be plagiarism. If a phrase is copied it should be copied word for word and quotation marks used.
- Self-plagiarism - the re-use of the student's previously written work or data in a new assignment that is not referenced appropriately.
- Taking unauthorised material into examinations. Make sure you are aware of the procedures for open and closed book examinations and the material you are permitted to take into the examination with you.

Adapted from the Assessment Policy, Murdoch University, Perth, Australia

If you are unsure about any aspect of plagiarism, or about the WBS or University policy relating to plagiarism and/or cheating, please seek advice from your Programmes Team.

It is your responsibility to ensure that you understand what is expected of you - ignorance is not an accepted defence should you be subject to investigation.

Plagiarism

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

The University has a strict policy against the deliberate reproducing of work of another person without acknowledgement. All sources used for any piece of work should be fully referenced and acknowledged including module materials, as copying without indicating the source used is, at best, poor academic practice and, at worst, another form of cheating (plagiarism) if your intention is to deceive the tutor and pretend that the ideas are yours.

It is particularly important to explore these issues at the beginning of your course so that you can develop a solid

base of study skills and judgement for the rest of your studies.

Additionally, students are not permitted to submit any substantial part(s) of the same piece of work for more than one assessment for any accredited course of study. Such action would be treated as **self-plagiarism** (see above). This is also true in the case of resubmitting an assessment; you must not resubmit the same piece of work you submitted previously, nor must you resubmit any components of a piece of work you submitted previously, unless you have been explicitly told that this is acceptable

Plagiarism and collusion are viewed as an academic misdemeanour whether or not you intended to commit them. Therefore, make sure you understand what they are, and how to avoid them.

You are strongly advised to complete the [online plagiarism course \(https://moodle.warwick.ac.uk/course/view.php?id=42224\)](https://moodle.warwick.ac.uk/course/view.php?id=42224) to check your understanding with regard to referencing.

Turnitin

Turnitin is similarity detection software used by the University to help reduce the instances of plagiarism. Turnitin compares submitted student assignments to a large database of resources including online journals and academic publications, the internet, archived copies of the internet and other students' assignments. It looks for matches between the text submitted in an assignment and the data held in the database. This means that the software is also able to detect cases of self-plagiarism (see above).

All assignments are submitted to Turnitin. A report is produced for each assignment which details the percentage of the assignment's text matched to text in the database. It then identifies the matched text and the resource to which it has been matched.

Students are advised **not** to use similarity detection software packages (such as Turnitin) at other institutions or available online. Turnitin automatically adds all new material to its database so this practice may lead to students' work being investigated for plagiarism erroneously.

More information about Turnitin can be found in the pdf attachment below.

Collusion

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

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

Collusion and group work

Working with others is an essential skill in the modern workplace and the majority of employers expect employees to be able to demonstrate team-working ability. Group work is designed to build team building skills and encourages the development of leadership skills, the ability to understand group dynamics, organisational skills and the ability to agree goals collectively (through negotiation, listening and compromise). In addition, communication skills, commitment and patience are all required to work effectively as a group whether the group work is carried out face-to-face or by virtual team work.

Collusion is a form of plagiarism that can occur as a result of inappropriate collaboration during group work elements of your studies, where the resulting assignment is assessed individually. Collusion constitutes joint effort between students, or students and others, in preparing material submitted for assessment, except where this has been explicitly approved by the relevant tutor. Students are encouraged to discuss matters covered in the course, but when writing an individual assignment or any other piece of assessed work, the recording and treatment of data and the expression of ideas and argument must be the student's own.

At what point does co-operation become collusion?

You may find the following definition helpful when trying to understand where to draw the line between helping colleagues in your group, and colluding.



"Cooperation is talking about a problem and sharing ideas; collaboration is showing or sharing material that might be included in a final version. Cooperation is a good learning strategy and is to be encouraged. Collaboration is acceptable if the assessed work is produced independently. Collusion occurs when joint work results in an unacceptable amount of similar material."

Culwin and Naylor (1995)

The University actively encourages students to work together in discussing ideas and issues. However, any work submitted as an individual assignment should be entirely the student's own work. One good test to apply is to ask yourself 'would I be happy to tell the lecturer who is going to mark this work that we have acted in this way?' If the answer is no, then you should ask yourself very seriously whether you are taking part in collusion.

We would advise students NEVER to share their work (particularly work in electronic format as this lends itself to direct copying) whether it be a draft or a finished version. If you allow other students to copy your work by making your work available to them, you are just as liable to receive a penalty as the student who has copied your work.

It is very important to protect your work and reduce the risk of others copying or using it; that is a responsibility to yourself, so develop and maintain good working habits. If you use a shared computer for preparing your assessments, NEVER leave the machine logged-on even for a short time (e.g. while fetching a cup of coffee). NEVER store assessment material on the hard disk of a University PC; even if you delete it afterwards, there are ways of reconstructing the file. Back up your work constantly, ideally on portable storage as well as locally, to reduce risk. (This is an important self-management skill in any case: claimed loss of work through computer failure is not an acceptable reason for granting extensions, as the expectation is that you will responsibly protect yourself against such loss.) NEVER lend your storage devices to other students.

Contract Cheating

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

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

The University acknowledges that students may wish to seek assistance from third parties, whether they be friends, family or professional proofreaders, to review their work prior to submission. The University's policy on proofreading sets out what the University considers to be acceptable practice in this area and can be found [here](http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/) (http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/).

Exam Cheating

Students who are in possession of unauthorised materials or who are suspected of cheating will be required to stay at their desk at the end of their examination and complete a Student Incident Form. This will be sent to the Examinations Section and the procedures under [Regulation 11](https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating) (<https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating>) instigated.' Accordingly, the student shall be warned that a report will be made to the Academic Registrar, and shall be informed that they may make a written statement, to be submitted to the Academic Registrar, before the meeting of an Investigating Committee of the Senate (ICS). The student shall be provided by the Academic Registrar with a statement of the allegations made against them, together with copies of any supporting evidence, at least five days before the meeting of the ICS.

Cheating in exams carries serious consequences and could threaten a student's eligibility to complete their course.

Procedures relating to suspected cheating

Where a case of poor academic practice, plagiarism or cheating is suspected, that case will be dealt with under the University's [Regulation 11](https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating) (<https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating>) and it is recommended that you familiarise yourself with this.

Every year WBS deals with a number of cases of cheating and students involved have not only had marks reduced, but in some cases the penalties imposed for cheating have led to students being unable to receive the award for which they were studying.

Procedure for handling confidential work

The School will ensure that confidentiality is properly respected when handling and marking all work which is submitted for assessment. As a general point of good practice you are recommended to anonymise or disguise any parts of your work where this is particularly relevant and appropriate.

Any document submitted to Turnitin is added to a reference database hosted by Turnitin such that the database continually grows. This is a secure database, although we recognise that some organisations may still have concerns about confidential information being stored on a third party database. In anticipation of this we have adapted the assignment submission process for some students to allow work to be flagged as containing information of a confidential nature. Flagged documents will not be submitted to Turnitin.

Markers will be notified when an assignment has been flagged as confidential at point of submission. You may be contacted by the Programmes Team to investigate the reason for submitting a piece of work as confidential if the marker can see no obvious reason for this. You are expected to submit all work which does not contain sensitive information without flagging it as confidential at point of submission and questions will be asked if you seek to avoid similarity detection software without permission.

How can I avoid plagiarising?

Academic Writing and Avoiding Plagiarism

WBS has produced a series of podcasts that will guide you through all aspects of good academic practice. These are available on your my.wbs homepage.

In addition to guidance provided through your course, a wide range of resources are available to help you understand the academic standards that are expected of you which include:

The University Library Bibliographic Citation and Referencing guide:

<http://www2.warwick.ac.uk/services/library/students/referencing/>
(<http://www2.warwick.ac.uk/services/library/students/referencing/>)

Avoiding plagiarism PlagiarWise: online plagiarism course:

[link \(https://moodle.warwick.ac.uk/course/view.php?id=42224\)](https://moodle.warwick.ac.uk/course/view.php?id=42224)

University of Warwick Proof Reading Policy:

http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/
(http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

How does WBS deal with cases of suspected cheating or plagiarism?

Please see the attached document for details of the WBS policy for plagiarism investigation.

Page last updated: 18/01/21

Next review due: 21/09/21

6.1c Proofreading

The University understands that, in the course of producing a high-quality piece of work for assessment, students may wish to receive input from a third party prior to submission. As examples, proofreading might be undertaken by peers, flatmates, family members, dissertation/thesis supervisors and professional, proofreading companies. To some extent an IT programme such as Microsoft Word can be considered a proofreading service as it highlights what it considers to be spelling and/or grammatical errors.

[This policy \(http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading\)](http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading) sets out what the University considers to be appropriate in regards to proofreading and what checks should be in place when proofreading is undertaken.

6.1d Peer Assessment

Introduction

The WBS peer-assessment system is designed to give you guidance about what is expected in terms of good team-working behaviours, provide you with formative and positive feedback and reduce the incidence of free-riding on assessed group tasks. For a full explanation of the peer assessment process, please see the attached guide.

This video explains the process:

Note: *Audio and video is only available in the online version of this content.*

Overview

1. Before and during assessed group work you are encouraged to consider the teamworking behaviours and contributions yourself and each of your group members (see Appendix One in the attached guide for the Behaviourally Anchored Ratings Scale)
2. Once the group assignment has been submitted, each member of the group completes the online peer-assessment process (assessing both themselves and each other member of their team).
3. The peer-assessment is confidential and you should not discuss your assessments with any other student.
4. Once you have submitted, your peer-assessment cannot be adjusted apart from in certain very rare cases in consultation with the Module Leader
5. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work - marks are calculated automatically.
6. You **MUST** submit your peer-assessment. Where the process is used summatively.

How marks are calculated

This video shows how marks are calculated:

Note: *Audio and video is only available in the online version of this content.*

Open Book Assessments

What are open-book assessments?

The defining characteristic of an open-book assessment is that you can access class notes, summaries of materials you have been studying, 'memory aids' such as mind-maps, textbooks, etc. during the exam. Unless specifically prohibited, you can also look things up in literature or online.

This doesn't make it easier or less rigorous than a regular (or closed-book) exam, and it definitely doesn't mean that you don't need to revise. Why not? Firstly, you won't have enough time to search for answers if you don't know the material. Secondly, lecturers know that you have access to information, formulae, cases, texts etc. and so are unlikely to be asking you straightforward questions which rely only on memory. Instead, they will devise questions that require more complex responses. Instead they require you to have a genuine understanding of the material and be able to interpret, analyse, synthesise, evaluate, think critically, solve problems, and present a clear, organised and structured answer.

So although you may have the information you need in front of you, you will need to use that information and apply it in an intelligent, meaningful and appropriate manner. The key thing to remember is that in an open book assessment, the focus is almost always not on how much you can remember but on how well you can apply what you have learned.

Page last updated: 09/10/20

Next review Due: 01/09/21

Preparing for Open-Book Assessments

How should I prepare for open-book assessments?

Study for the assessment as though it wasn't an open book.

- You need to know the material. Even though you can access material you won't have time to search for the answers, especially as many of the questions will need you to synthesise and apply concepts to unfamiliar problems.
- If you don't revise you are unlikely to do well.

Make good notes

- To make the most of your time, make sure you can easily find the material that you need.
- As you prepare highlight key material, annotate books, make condensed notes which identify the location of the full material, identify key quotes, examples, or sources, note full references so you can cite quickly.
- As you do this don't just record, think about the material, make connections between ideas, think about how concepts might be applied, emerging themes - think about the sort of questions that might be asked in the exam.
- Finding facts quickly might help you - but thinking will help you a lot more.

Organise material

- Think about ways in which you can organise your material so you can access it efficiently, either electronically or in hard copy.
- You won't have much time to look things up, so creating an easy system for you to find material you will need in advance will help.
For example, create colour-coded tabs in your annotated lecture notes, exam preparation notes or text books, write key ideas on post-it notes for your desktop (physical or electronic), produce a simple list of topics/concepts with a hyperlink to the relevant file.
- You may also want to prepare an easy-to-copy list of references, in case you need to reference content you are likely to use. It simply saves you time.

Thinking

- Open-book questions often assess how you understand the concepts, or the big picture, or are able to apply formulae to problems you haven't already encountered in the module.
- Think about how you would approach:
 - 'apply',
 - 'analyse',
 - 'synthesize',
 - 'compare/contrast' and 'evaluate' questions.
- Plan a strategy for approaching the assessment:
 - Are you going to produce an essay plan if you are doing an essay to help you structure your answer?
 - Are you going to handwrite a few notes and then start typing?

Page last updated: 09/10/20

Next review Due: 01/09/21

Online Assessments - On the Day

Sitting the assessment

Prepare your space:

Prepare your study environment in advance:

- make sure you have the resources and equipment you need;
- Remove all clutter and distractions - including your phone!
- Turn off notifications on all your devices.

What to do on the day

- Do not be tempted to waste time during the assessment searching the text for new quotes, formulae, or information. Use texts/notes only for quick reference and confirming information or quotes that you already know.
- Be aware of how much time you have and take a moment to calculate roughly how long you should spend on each question.
- If you're really struggling with a question, treat it like you would on any other exam. Simply leave it and come back to it at the end.
- Do not confer with other students - this should be your work, unless specifically asked to do so in the assessment instructions
- If you are undertaking an essay open text exam think before you quote - ensure that the quotes support what you are saying. Be sure to reference.
- Do not leave it too close to the deadline before submitting your work electronically.

File-based assessments

You should prepare for a file-based exam in exactly the same way as for the open-book described above. The only difference is that file-based assessments permit multiple outputs - scans of handwritten responses, graphs, diagrams etc.

So in addition you should:

- Have a good pad and pen/pencil with good contrast that you can use for drawing diagrams or writing calculations.
- Practice scanning or taking a photograph of these and then uploading. Your phone may be a good tool to use for this, but check that the quality works well.

6.2a Individual and Group Assignments

All assignments must be submitted online via my.wbs.

Assignment and dissertation submission deadlines

Submission deadlines for all assignments are visible on your my.wbs home page. Submission dates and times are serious deadlines which must be strictly adhered to.

Under normal circumstances, external technical problems will not be accepted as a reason for late submission and penalty marks will be incurred. You are strongly advised to submit your work in good time before the deadline to allow time to resolve any unexpected problems, considering the availability of technical support where needed. Should technical problems prevent you from successfully submitting your work online, you must contact the Programme Team before the deadline has expired.

Guidelines for formatting your assignment

See Sections 6.2b and c for guidance on formatting your assignment.

6.2b Assignment Preparation

1. Ensure that you have inserted a completed assignment coversheet

A completed assignment coversheet must be included as the first page of your script. You should copy the contents of the template coversheet (attached below) and paste this at the start of your document and complete your details.

2. General formatting

- You should not include your name anywhere in the assignment as all marking is anonymous.
- You should include your ID number in the header on every page and ensure that all pages are numbered in the centre of the footer.
- You should submit your work using A4 page layout (please do not use Letter formatting).

3. Present your work appropriately for black and white printing

Please note that, where markers require a hard copy for marking purposes, your assignment will be printed in black and white. You should consider this when deciding how to present your work (e.g. using shading instead of colour to differentiate data presented in charts). Where a module leader has specifically asked you to include colour in your assignment, they will have the option to view your document online in colour when marking it. In all other circumstances, you should expect the marker to see only a black and white copy of your work.

4. Proof-reading

Incorrect grammar and poor spelling may impair the clarity of your arguments and make it difficult for the marker to judge the value of your work. Adopt a clear and simple style and make sure that you use a spell-checker. Always proof-read your work yourself as well, because spell-checkers cannot check context. See Section 6.1c for more information on the University Policy on Proofreading.

5. References

References should include all material to which you have made explicit reference. References should be given at the end of the work and not at the foot of the individual page. The University Library provides a guide to referencing which you can access [here](http://www2.warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_referencing_guide.pdf). (http://www2.warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_referencing_guide.pdf) It gives details on Harvard referencing and Numeric (Vancouver) Style. At WBS, we use Harvard. It is vital that you reference accurately to avoid any allegations of plagiarism.

6. Bibliography

A bibliography should include all the material to which you have referred while doing the assignment, even if it is not explicitly cited in the text. Not all module leaders expect you to provide a bibliography so please ensure you know what is expected for each assignment.

7. Appendices

Appendices should only contain material that is not essential to an understanding of your argument. You should also ask yourself whether appendices really add anything to the assignment; e.g. does the reader really need two volumes of raw questionnaire responses if you have summarised them effectively in the body of the assignment?

8. Make sure your assignment is contained within one file

my.wbs will only allow you to upload one file for each module assessment. The assignment coversheet and any appendices must therefore be contained within the assignment document itself.

There will be occasions when you wish to import diagrams, charts and tables that you have generated in packages like Excel or PowerPoint into the Word document in which you are writing your assignment (before you convert it into a PDF file). There are ways of importing such material which help to minimise the size of the Word file and which also ensure that the diagrams and tables are not corrupted after import.

The online submission system will allow you to upload one file. Many assignments will only require one file to be submitted and in most cases this should be a PDF. However, some assignments might require the submission of more than one file, for example a PDF and Excel file. In these cases, **you must combine multiple files into one Zip file**. Further guidance on how to create Zip file can be found at <https://support.microsoft.com/en-us/help/14200/windows-compress-uncompress-zip-files> (<https://support.microsoft.com/en-us/help/14200/windows-compress-uncompress-zip-files>) or <http://osxdaily.com/2012/01/10/how-to-zip-files-in-mac-os-x/> (<http://osxdaily.com/2012/01/10/how-to-zip-files-in-mac-os-x/>) .

Importing diagrams, and charts from Excel/PowerPoint into Word:

- In Excel/PowerPoint, copy the image or diagram to the clipboard (Right click>copy).
- In Word, select Paste special from the Edit menu then select Paste, As: Picture. This will store the object as a picture not as a data file within Word and as such will minimise the size of the Word file.

Importing tables from Excel:

- In Excel, highlight the table and then copy it to the clipboard (Right click>copy).
- In Word, select Paste special from the Edit menu then select Paste, As: Formatted Text (RTF).

9. Convert to PDF file

Most assessed work must be submitted online via my.wbs as a portable document format (PDF) file. The final step of preparing your work for submission will therefore be to convert your document into a PDF file. Using a PDF file enables you to set the page formatting of your work (avoiding pagination problems when we view your work); PDF files are also smaller and will therefore be quicker for you to upload. They also help to reduce the risk of spreading viruses as PDFs are less likely to be infected.

Please note that we will not accept PDF files of scanned documents. You should create your assignment in your chosen package (e.g. Word), then convert it straight to PDF. Please ensure also that your PDF file is not password protected.

There are many different software options which you can choose from to create a PDF file. If you have not already got PDF converter software, any student of the University can [obtain a free copy of PDF Converter software](http://www2.warwick.ac.uk/services/its/servicessupport/software/pdfconverter) (<http://www2.warwick.ac.uk/services/its/servicessupport/software/pdfconverter>). Please note that you will need to use your central University ITS login details to access this page. Please read the conditions carefully to ensure you comply with the license agreement for this software.

Please ensure that you create the PDF well in advance of the deadline as technological problems will not normally be accepted as mitigating circumstances for late submission.

Occasionally, a module leader will request that you submit a zip file, in which case my.wbs will be set up specially to receive this type of file.

10. File name

You can name your file whatever you like; however, to avoid problems with uploading your file name, you should avoid using spaces. Instead, you can use an underscore (_) or a hyphen (-) to separate words (e.g. ob_assignment_final.pdf). You may wish to save the final version of your assignment in a separate folder to help you identify the correct file when you submit your work.

You are responsible for ensuring that you submit the correct file. Once you have submitted the file, you should open the document link on the submission page and scroll through the entire document to check it is the correct version and is complete. If you accidentally submit an incorrect file, you should email the Programme Team immediately in advance of the deadline and attach the correct file to your email.

11. File size

We recommend that you keep your file size as small as possible to reduce the time taken to upload it; typically, my.wbs will not accept files larger than 10MB.

6.2c Word Count and Formatting

WBS has a school-wide policy on word counts. This is strictly enforced to ensure consistency across modules and programmes.

This Policy applies to all coursework assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. <i>This is a strict limit not a guideline</i>	
Penalties:	
This is a strict limit not a guideline: any piece submitted with more words than the limit will result in the excess not being marked	
Included in the word count:	
Coversheet	No
Reference list	No
Bibliography	No
Appendices*	No
List of contents	No
Abstract	Yes
Embedded references/citations	Yes
Tables	Yes
Diagrams	Yes
Charts	Yes
Figures	Yes
Formulae	Yes
Footnotes*	Yes
Images (e.g. photographs which include words, images,	Yes
Legends for tables, diagrams, charts, figures etc)	Yes

*Supplementary text:	Please note that information in appendices and footnotes should be supplementary, but not integral to the submission. Markers may not read supplementary text - especially if it is lengthy - so the main body of work should stand on its own.
Referencing system:	Please use the Harvard Referencing system (https://www2.warwick.ac.uk/services/library/students/referencing/referencing-styles/#harvard) (click on this to open a new page)
Hidden text:	All text should be included by the word count software, and any attempt to 'hide' text will be considered a mis-statement of word count.
Internet material:	Should be referenced by URL; links to material not included in the text will be ignored
Typeface/font size:	Arial 11pt
Spacing:	1.5 lines
Margins:	2.54 cm (Normal setting)

6.2d Referencing

References should include all material to which you have made explicit reference. References should be given at the end of the work and not at the foot of the individual page. The University Library provides a guide to referencing which you can access [here](https://warwick.ac.uk/services/library/students/referencing/). (<https://warwick.ac.uk/services/library/students/referencing/>) It gives details on Harvard referencing and Numeric (Vancouver) Style. At WBS, we use **Harvard**. It is vital that you reference accurately to avoid any allegations of plagiarism. (See section 5.1b)

A quick guide pdf to Harvard referencing style is attached below.

Page last updated: 12/12/21

Next review due: 01/09/22

6.2e Guidelines for Online Submission

All assignments must be submitted online via my.wbs. It is important that you follow these submission guidelines carefully.

1. Guidelines on assignment preparation. (See 6.2b)

2. Pre-submission checklist:

	Checked
Check assignment coversheet is inserted and completed. There are separate individual and groupwork coversheets which need to be used as appropriate (attached below)	
Proof-read and check formatting (especially conversion of diagrams and figures)	
Check all sections of the assignment are contained within a single file	
Check page format is set to A4	
Convert document into a PDF file (unless specified otherwise)	
Check file size does not exceed the limit (see 6.2b for details on file size)	

3. Submitting your assignment:

Once you are ready to submit your assignment, simply:

1. Go to the 'Key Dates' panel on your my.wbs home page.
2. The online submission system will allow you to upload one file. Many assignments will only require one file to be submitted and in most cases this should be a PDF. However, some assignments might require the submission of more than one file, for example a PDF and Excel file. In these cases, **you must combine multiple files into one Zip file**. Further guidance on how to create Zip file can be found at <https://support.microsoft.com/en-us/help/14200/windows-compress-uncompress-zip-files> (https://support.microsoft.com/en-us/help/14200/windows-compress-uncompress-zip-files) or <http://osxdaily.com/2012/01/10/how-to-zip-files-in-mac-os-x/> (http://osxdaily.com/2012/01/10/how-to-zip-files-in-mac-os-x/).
3. Click on the assignment you wish to submit and click on 'submit now' and then 'choose file to upload' to select the PDF file you wish to upload. You will see an 'Open file' dialogue box which enables you to find the file you wish to submit within your folders. Select the final version of your document and click 'Open'.
4. If your work contains commercially sensitive or confidential information you are recommended to anonymise or

disguise any parts of your work where this is particularly relevant and appropriate. In limited circumstances you may tick the box to mark your assignment as confidential if this has been agreed with the module NIE: permission must be granted for this since using this tick box will mean that the work will not be run through externally hosted similarity detection software.

5. You will need to tick to confirm that the work you are submitting is your own, that you have referenced your work and that you understand the [University regulations with regard to plagiarism and collusion](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/) (<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/>). If you do not tick this box you will not be able to submit your assignment.
6. Double check that you are submitting the correct file; once you have submitted the file you will not be able to make any subsequent amendments to your work. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'submit file for marking' button. You will then be asked to click 'OK' to confirm that:
 - this is the final version of your document.
 - once your assignment has been submitted you will not be able to retrieve it.
 - by submitting your assignment, you confirm that you agree with the following statement:



I declare that this work is entirely my own in accordance with the University's [Regulation 11](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/) (<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/>) and the WBS guidelines on plagiarism and collusion. All external references and sources are clearly acknowledged and identified within the contents.

No substantial part(s) of the work submitted here has also been submitted by me in other assessments for accredited courses of study, and I acknowledge that if this has been done it may result in me being reported for self-plagiarism and an appropriate reduction in marks may be made when marking this piece of work.

8. Check that the correct file has successfully uploaded by opening the uploaded document link on the submission page and scrolling through the entire document.

Once the submission deadline has elapsed, all assignments will be forwarded to the examiner for marking. You must submit by the specified UK time on the due date otherwise your assignment will incur late penalties.

Attempting to submit an amended version of your document after the deadline will attract **late penalties**.

Please note: when resubmitting assignments for a module you have failed previously, you must not use your previous assignment as the basis of your resubmission as this will lead to you being reported for self-plagiarism.

Group work submissions

Please agree in advance ONE person in your group who will submit the final document. Once a document has been submitted by one member of the group no other members within the group will be able to submit anything for the assessment. As with the individual work submissions, a coversheet must be submitted as part of the PDF.

By submitting the assignment on behalf of the group, you confirm that you agree with the following statement:



I declare that this work is being submitted on behalf of my group, in accordance with the University's [Regulation 11](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating) (<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating>) and the WBS guidelines on plagiarism and collusion. All external references and sources are clearly acknowledged and identified within the contents.

No substantial part(s) of the work submitted here has also been submitted in other assessments for accredited courses of study and if this has been done it may result in us being reported for self-plagiarism and an appropriate reduction in marks may be made when marking this piece of work.

4. Viruses

my.wbs will automatically virus check your file when you upload. Should your file contain a virus, my.wbs will give you the details and your file will not be uploaded.

For your information, the University has evaluated a number of free anti-virus products and suggests the use of [AVG Free Edition \(http://free.avg.com/download\)](http://free.avg.com/download) if you do not already have anti-virus software installed.

5. Receipts

Check that the date and time that you submitted the assignment is showing in the 'Coursework' panel on your my.wbs home page by hovering over the relevant assessment title and also in the 'Coursework' section, 'Assessments' page for the relevant module. If this is not showing your submission has not uploaded successfully and you should try again.

You will be sent a confirmation email once you have successfully submitted your assignment which contains the date the file was uploaded to our server. You are advised to keep this email as a receipt of your submission.

6.2f Marking Grids & Marking Criteria

Markers use the attached grids when marking postgraduate assignments. There is also a separate grid for Dissertation marking.

These grids will give you an idea of what markers are looking for when they are marking your assignment. You should refer to them in your assignment planning, but it is also useful for reflecting on your marks and feedback to see any potential areas for improvement for the next assignment.

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different for each assignment that you complete, so always check those out before you start planning your assignment. If anything isn't clear, please ask the Module Leader for further guidance.

Six versions of the marking criteria are available; including a version which has a column with criteria related to reflective writing, two for presentations (with and without academic writing, and one for when a presentation has a technical element) and one for assignments where a demonstration of technical capability is required. The module leader can select the most appropriate one to publish to students.

To obtain a particular mark, a piece of work would not necessarily be equally strong in all areas listed in the marking criteria; evidence of strength in some areas may compensate for weaknesses in others, and this is a matter for the individual marker to determine and account for in their feedback to the student. Academic judgements are formed on the basis of the predominant character of the work, but that the marking criteria help to show what examiners are looking for in their evaluations.

You can see the marking criteria via the 'Marking Criteria' tab in the Assessment area in the my.wbs module space.

Page last updated: 16/12/20

Next review due: 16/12/21

6.2g Common Mistakes in Assessment Writing

Common Mistakes in Assessment Writing:

We have asked markers to tell us about common errors students make in assignment and dissertation writing. Below is a list of common mistakes and examples of these mistakes. You should keep these in mind (and try to avoid them!) when writing your own assignments.

- **Reproducing the lecture contents**
 - E.g. arguments not made your own, not demonstrating wider reading / literature.
- **Lack of question focus**
 - E.g. knowledge not sufficiently targeted at the question.
 - Coverage of too wide a range of material, irrespective of its relevance to the question.
- **Lack of critical appraisal in your use of sources**
 - E.g. Heavy reliance on sources such as UKEssays.com, Slideshare.com, Wikipedia etc.) with no cross-validation.
- **Lack of critical thinking about the information you use**
 - E.g. taking sources, ideas and evidence at face value.
- **Low levels of objectivity**
 - Overly opinionated, focus only on the positives or negatives of a case because it suits your purpose not to think of alternative explanations.
- **Poor argument (and paragraph) construction**
 - E.g. Illogical structure, sentences not following on from each other, disconnected thoughts.
- **Poor use of illustrations and other forms of evidence**
 - E.g. used for no reason
- **Overly mechanistic approaches**
 - E.g. model by model, element by element structure leading to fragmentation and shallowness
- **Lack of control over material**
 - E.g. Poor explanations which indicate that the material is not fully understood / not properly thought-through.
- **Lack of originality**
 - E.g. no evidence of your own thinking.

- **Lack of care and attention to detail**
 - E.g. inconsistencies in data usage, evidence or formatting, typographical and grammatical evidence, mixed referencing styles.
- **Not checking work before submission**
 - E.g. see above.

CHECK!

- Have you answered the question that was set?
- Is all the material used relevant to the question?
- Is your assignment based on more than just your lecture notes?
- Are your sources reputable?
- Have you demonstrated critical thinking? (see the section on critical engagement in your Academic Writing module)
- Have you maintained objectivity?
- Does your assignment make sense? Does the argument flow?
- Do all your illustrations, tables etc. add something to the assignment?
- Are your explanations clear and do they demonstrate your depth of knowledge?
- Are your thoughts original? Does your assignment contain your own thinking?
- Have you proof-read? Have you spellchecked?
- Have you correctly referenced throughout?

Sources of help and further information

- **Your Academic Writing and Avoiding Plagiarism Module on my.wbs.**

This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement

- **Referencing**

Find useful information on referencing from Warwick library here:

<http://www2.warwick.ac.uk/services/library/students/referencing/>
[\(http://www2.warwick.ac.uk/services/library/students/referencing/\)](http://www2.warwick.ac.uk/services/library/students/referencing/)

Find information about EndNote online here:

<http://www2.warwick.ac.uk/services/library/students/endnote/>
[\(http://www2.warwick.ac.uk/services/library/students/endnote/\)](http://www2.warwick.ac.uk/services/library/students/endnote/)

- **Workshops**

If you are on, or near campus, consider booking in for Masters Skills workshops here:

<http://www2.warwick.ac.uk/services/skills/events/mastersworkshops>

(<http://www2.warwick.ac.uk/services/skills/events/mastersworkshops>)

6.3a Advice on Examinations

This guidance applies to both **in-person** and **online** examinations.

This guidance should be read in conjunction with the [Examination Regulations set out in the University Calendar](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/examregs) (<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/examregs>) and in conjunction with the [University Regulations concerning suspected cheating in examinations](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating) (<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating>).

The information summarised in this handbook is not a substitute for the full Regulations, which you should read carefully before your examinations. Ignorance of the Regulations will not be deemed a sufficient defence or explanation of conduct which contravenes the Regulations.

Examination attendance

You must have a legitimate reason (e.g. serious illness for which you have a medical certificate) for wishing to defer an examination and you must get approval in writing from the Associate Dean (via your Programme Team) before the date of the examination. Please note that 'examination' includes module tests which are conducted under examination conditions.

If you are ill (or have other serious problems) on the day of the examination you must inform the Programme Team before the start of the examination using the contact details provided separately.

If you miss an examination you will be required to provide supporting documentation, e.g. a medical certificate. Failure to provide such documentation and failure to attend an examination without prior permission from the Assistant Dean will result in an award of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. Examples of special examination arrangements that may be approved by the University's Academic Office include:

- extra time (usually for students with dyslexia and related or similar conditions).
- rest breaks (usually for students with injuries or conditions that affect their physical writing, ability to sit for prolonged periods or concentration).
- use of a PC (usually in cases of severe dyslexia and related or similar conditions or where physical injury prevents or seriously impairs writing).
- quiet room/use of restroom facilities (for particular cases as needed).

Please notify your Programme Team of any special examination needs well in advance of the examination(s) and preferably on commencement of the course, where possible.

Page last updated: 03/12/20 jm

Next review Due: 01/09/21

6.3b Conduct in Examination Rooms

Please ensure that you take your University Card to all examinations. It must be on your desk during the examination. If you lose your card, then you may take your passport instead but you are advised to [report your card missing \(http://www2.warwick.ac.uk/services/universitycards/report\)](http://www2.warwick.ac.uk/services/universitycards/report) and obtain a replacement card as soon as possible.

(1) Students are not permitted to enter an examination room until an invigilator has announced that the examination room is open. Students are advised to arrive at the examination room 20 minutes before the published start time of the examination.

(2) Students are under examination conditions as soon as they enter the examination room and must not communicate with anyone other than an invigilator.

(3) Students must complete and sign the attendance form.

(4) Students are permitted only the following items at the examination desk:

✎ * **Student ID card:** this should be placed on the top right-hand corner of the examination desk;

✎ * **Writing implements, rulers etc:** these should be in a clear pencil case or bag;

✎ * **One clear container of still water:** bottles should have the labels removed;

* **Materials specified on the front page of the examination paper;** these will have been notified by the module leader prior to the examination;

✎ * **Clear bag for personal, valuable items:** such as wallets, purses, keys, mobile phones and electronic storage and retrieval devices.

All mobile phones and electronic storage and retrieval devices placed in the bag must be switched off and alarms cancelled. The bag

must be sealed and placed under the chair. Items must not be removed from the bag until the examination script has been collected.

* **Clear bag for wrist watches:** Wrist watches must be placed in the clear bag and placed on the desk.

* **One bilingual dictionary:** Students who are permitted to use a bilingual dictionary must ensure the dictionary is approved and stamped by their Department. An invigilator will inspect the dictionary to ensure it has been approved and stamped. Any dictionary not approved and stamped will be removed for the duration of the examination.

All other items are considered to be unauthorised materials. Students found in possession of unauthorised materials, either at the examination desk or on their person, will be reported and will face disciplinary proceedings.

(5) Students who are in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, will be awarded a mark of zero for the examination. This is an absolute penalty and there is no opportunity to appeal the mark of zero

(6) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the

duration of the examination.

(7) Students may not wear any watch while they are in the examination room. Watches may be placed in the clear bag provided on the exam desk and left visible on the desk.

(8) Students who are taking the examination as a first attempt and who have been awarded a mark of zero for possession of an unauthorised digital information, communication, storage and retrieval device will be given the opportunity to resit the examination at the earliest opportunity for a mark capped at the relevant pass mark. Students who are taking the examination as a resit are not eligible to a further resit attempt.

(9) Students who are in possession of unauthorised materials or who are suspected of cheating will be required to stay at their desk at the end of their examination and complete a Student Incident Form. This will be sent to the Examinations Section and the procedures under Regulation 11 instigated.

(10) Students must not open the examination paper or make notes until the start of the examination has been announced.

(11) Students must write rough notes, calculations etc. in the answer book and cross this through to indicate to the marker that it should be disregarded.

(12) Students requiring assistance should raise their hand; an invigilator will come to the desk. Students must not leave the examination desk without the permission of an invigilator.

(13) Students arriving late for an examination will be permitted to enter the room up to 30 minutes after the start of the examination. No extra time will be allowed to compensate for a student's late arrival.

(14) Students may not leave the examination room within the first 30 minutes or last 15 minutes of the examination.

(15) During the examination, students may leave the examination room only if escorted by an invigilator. Students who leave the examination unescorted by an invigilator will not be permitted to return to the examination room.

(16) Students requiring a toilet break will be escorted by an invigilator. Their answer book will be marked at the point the toilet break is taken. Only one student at a time is permitted a toilet break.

(17) Any irregularities of conduct within the examination room will be reported and the invigilator may instruct a student to leave the examination room.

(18) When the end of the examination is announced, students should stop writing immediately.

(19) All answer books, even if they contain rough work or are blank, should be submitted.

(20) Students must stay in their seats until all examination books have been collected and the invigilator has announced students may leave.

(21) Students may not remove answer books or examination materials from the examination room.

Cheating in examinations

Suspected cheating in examinations is treated extremely seriously at Warwick and any individuals suspected of cheating at WBS will be dealt with directly by Academic Services, at least initially. In a case where suspicion of

cheating has arisen in relation to one piece of work, the department has the power to investigate other work submitted by the student during the whole of their course.

The Examination and Assessment Policy in relation to [Suspected Cheating in a University Test](https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/i_suspectedcheating/) (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/i_suspectedcheating/) can be found [here](https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/i_suspectedcheating/) (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/i_suspectedcheating/) and full details regarding the procedure to be followed in such as case are laid out in full in [Regulation 11](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/) (<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/>).

Use of bilingual dictionaries in examinations

Students whose first language is not English are allowed to use a single-volume, non-specialist, general-purpose bilingual translation dictionary covering English and their first language. Permitted dictionaries should give only equivalent words and phrases in English and the first language and should not include further explanatory text or appendices, other than of a trivial nature.

Encyclopaedic, pictorial or specialist/subject-specific dictionaries (e.g. legal or business dictionaries) or electronic dictionaries are not permitted. It is your responsibility to provide your own bilingual dictionary. All bilingual dictionaries will need to be authorised by the department and you should take it to the Masters student reception (2.002) prior to the examinations period to get it stamped. Dictionaries may also be checked by invigilators at the examination venue.

Page last updated: 09/10/20

Next review Due: 01/09/21

6.3c Online Exams - Practical Information

Timetable

- Dates and times will be published in my.wbs.

Preparation

- Although these are open book exams, you should not rely on being able to access revision notes too much - you won't have time in the exam to go back over what you are being tested on, you should approach these exams like physical exams and not rely on being able to look information up, as you won't have time to do that.
- For more guidance on preparing for these exams, please see here: <https://my.wbs.ac.uk/-/academic/37360/resources/in/381545,786874/item/1066650/> ([/-/academic/37360/resources/in/381545,786874/item/1066650/](https://my.wbs.ac.uk/-/academic/37360/resources/in/381545,786874/item/1066650/))
- We will provide a practice session in advance so you can check your technology and practice the download of the exam paper and the practicalities of uploading your completed script. Your practice session is visible in my.wbs in the usual assessment area.
- Prepare your exam cover sheet **in advance** - don't leave this until the exam has started.

Accessing the Exam

- **You access the exam via my.wbs Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- You will be able to access the exam paper **at any point** within the exam window and you will then have, from the point you download it, the allocated time to complete your paper. The timer starts once you have downloaded the paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them.

Timings

- The exams will be the same length as if they were in a physical classroom - there will be a 'window' for each exam to allow for personal circumstances at home and time differences.
- **You do not need to sit the exam at the start of the window - you sit the exam at a point within that period to suit your own personal circumstances at home.**
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. If you refresh the page, my.wbs will show your personal deadline for uploading your exam script, but you may also wish to use your own timer.
- You have to submit your answer in time. Once your individual deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about late submissions.

At the end of the Exam

- We will allow **additional time** at the end of the exam for the packaging and upload of your exam script for

example for a 3-hour exam the deadline may be 3 hours 45 minutes from download (an additional 45 mins provided for the packaging and upload of your answers). For some exams (numerical) you will be asked to take photos of your handwritten script/workings and you will then need to combine these into a single PDF document and submit these. Guidance for this is provided in the module area. Check carefully to ensure you know how much time is available for uploading your exam - do **NOT** leave this until the final few minutes!

- If you experience any IT difficulties when you come to upload your paper, then exceptionally, for these online exams we will accept email submission as long as it is **before your personal exam deadline**. You should email your paper to your Programme Team.

Late Submission

- If you miss your individual deadline, and do not upload your work on time, you will **not** be able to upload your work to my.wbs.
- If you feel you have mitigating circumstances for why you have not met the deadline, you should email the programme team as soon as possible with a copy of your completed exam paper and then also complete a mitigating circumstances case, providing an explanation and evidence of why you were late.
- Any submissions without approved mitigating circumstances will not be accepted for marking and you will receive a mark of zero.

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams. <https://my.wbs.ac.uk/-/academic/37360/resources/in/381545,786874/item/786876/> ([/-/academic/37360/resources/in/381545,786874/item/786876/](https://my.wbs.ac.uk/-/academic/37360/resources/in/381545,786874/item/786876/))
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.

Support and Questions during the Exam Window

- You can email your Programme Team and they will respond if your email is sent within normal working hours UK time. Arrangements for checking anything specific about the content of the exam script will be advertised in the module area.

Page last updated: 20/04/21

Next review due: 20/09/21

6.3d Open Book Assessments

What are open-book assessments?

The defining characteristic of an open-book assessment is that you can access class notes, summaries of materials you have been studying, 'memory aids' such as mind-maps, textbooks, etc. during the exam. Unless specifically prohibited, you can also look things up in literature or online.

This doesn't make it easier or less rigorous than a regular (or closed-book) exam, and it definitely doesn't mean that you don't need to revise. Why not? Firstly, you won't have enough time to search for answers if you don't know the material. Secondly, lecturers know that you have access to information, formulae, cases, texts etc. and so are unlikely to be asking you straightforward questions which rely only on memory. Instead, they will devise questions that require more complex responses. The exams will require you to have a genuine understanding of the material and be able to interpret, analyse, synthesise, evaluate, think critically, solve problems, and present a clear, organised and structured answer.

So although you may have the information you need in front of you, you will need to use that information and apply it in an intelligent, meaningful and appropriate manner. The key thing to remember is that in an open book assessment, the focus is almost always not on how much you can remember but on how well you can apply what you have learned.

6.3e Preparing for Open-Book Assessments

How should I prepare for open-book assessments?

Study for the assessment as though it wasn't an open book.

- You need to know the material. Even though you can access material you won't have time to search for the answers, especially as many of the questions will need you to synthesise and apply concepts to unfamiliar problems.
- If you don't revise you are unlikely to do well.

Make good notes

- To make the most of your time, make sure you can easily find the material that you need.
- As you prepare highlight key material, annotate books, make condensed notes which identify the location of the full material, identify key quotes, examples, or sources, note full references so you can cite quickly.
- As you do this don't just record, think about the material, make connections between ideas, think about how concepts might be applied, emerging themes - think about the sort of questions that might be asked in the exam.
- Finding facts quickly might help you - but thinking will help you a lot more.

Organise material

- Think about ways in which you can organise your material so you can access it efficiently, either electronically or in hard copy.
- You won't have much time to look things up, so creating an easy system for you to find material you will need in advance will help.
For example, create colour-coded tabs in your annotated lecture notes, exam preparation notes or text books, write key ideas on post-it notes for your desktop (physical or electronic), produce a simple list of topics/concepts with a hyperlink to the relevant file.
- You may also want to prepare an easy-to-copy list of references, in case you need to reference content you are likely to use. It simply saves you time.

Thinking

- Open-book questions often assess how you understand the concepts, or the big picture, or are able to apply formulae to problems you haven't already encountered in the module.
- Think about how you would approach:
 - 'apply',
 - 'analyse',
 - 'synthesize',
 - 'compare/contrast' and 'evaluate' questions.
- Plan a strategy for approaching the assessment:
 - Are you going to produce an essay plan if you are doing an essay to help you structure your answer?
 - Are you going to handwrite a few notes and then start typing?

Page last updated: 25/08/20

Next review due: 25/08/21

6.3f Online Assessments - On the Day

Sitting the assessment

Prepare your space:

Prepare your study environment in advance:

- make sure you have the resources and equipment you need;
- Remove all clutter and distractions - including your phone!
- Turn off notifications on all your devices.

What to do on the day

- Do not be tempted to waste time during the assessment searching the text for new quotes, formulae, or information. Use texts/notes only for quick reference and confirming information or quotes that you already know.
- Be aware of how much time you have and take a moment to calculate roughly how long you should spend on each question.
- If you're really struggling with a question, treat it like you would on any other exam. Simply leave it and come back to it at the end.
- Do not confer with anybody else - this should be your work, unless specifically asked to do so in the assessment instructions
- If you are undertaking an essay open text exam think before you quote - ensure that the quotes support what you are saying. Be sure to reference.
- Do not leave it too close to the deadline before submitting your work electronically.

File-based assessments

You should prepare for a file-based exam in exactly the same way as for the open-book described above. The only difference is that file-based assessments permit multiple outputs - scans of handwritten responses, graphs, diagrams etc.

So in addition you should:

- Have a good pad and pen/pencil with good contrast that you can use for drawing diagrams or writing calculations.
- Practice scanning or taking a photograph of these and then uploading. Your phone may be a good tool to use for this, but check that the quality works well.

6.3g Starting the Exam

Starting the Exam

You will need to read and accept the declaration before you can access the paper:

Once you have ticked the box, the exam paper will become available and your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT**

Page last updated: 25/08/20

Next review due: 25/08/21

6.3h Uploading Handwritten Answers

Please note:

- You should **only** upload handwritten answers if this is a specific requirement of your exam.
- Otherwise, all submissions should be typed.
- My.wbs will only allow **one file to be submitted per exam**.
- Ensure your answers are contained within **one pdf file**.
- Before you start your exam, we strongly recommend you **have the relevant software installed on your device** to allow you to quickly upload your answer paper once you have completed the exam.
- **OneDrive** will only allow **a maximum of 10 pages**. If you think your completed work will be more than 10 pages, you should use **Microsoft Lens**.

Installing Microsoft Lens (Recommended)

Download and install Microsoft Lens to your device.

PC: <https://www.microsoft.com/en-gb/p/office-lens/9wzdncrfj3t8> (<https://www.microsoft.com/en-gb/p/office-lens/9wzdncrfj3t8>)

Mac / iPhone: <https://apps.apple.com/gb/app/microsoft-office-lens-pdf-scan/id975925059>
(<https://apps.apple.com/gb/app/microsoft-office-lens-pdf-scan/id975925059>)

Android: [Microsoft Lens - PDF Scanner - Apps on Google Play \(play.google.com\)](https://play.google.com/store/apps/details?id=com.microsoft.office.officelens)
(<https://play.google.com/store/apps/details?id=com.microsoft.office.officelens>)

Installing Microsoft OneDrive

Download and install Microsoft OneDrive to your device.

- Android: https://play.google.com/store/apps/details?id=com.microsoft.skydrive&hl=en_GB
(https://play.google.com/store/apps/details?id=com.microsoft.skydrive&hl=en_GB)
- iOS: <https://apps.apple.com/gb/app/microsoft-onedrive/id477537958>
(<https://apps.apple.com/gb/app/microsoft-onedrive/id477537958>)

Scanning a document in Microsoft Lens or One Drive

- 1) Use the "Document" image type to take a scan of the first page and press "Confirm".
- 2) Click on "Add" to take a scan of the second and subsequent pages.
- 3) When you have finished taking scans of all pages then choose done.
- 4) Choose where to save your file on your device.

Handwritten answers - Do's and Dont's

DO:

- Use a black pen
- only write on one side of each sheet of paper
- Put your Student ID number at the top of every page
- make sure your handwriting is legible! we can only mark what can be read!
- Take photographs of each page in turn.
- Although you can take pictures of multiple pages at once you will get better quality if you scan one page at a time.
- Make sure you have good lighting - it will help you to get best images.

DON'T:

- Use light coloured pens or pencil, unless you are sure they will be picked up
- try to submit more than one pdf document

Page last revised: 22/09/21

Next review due: 01/09/22

6.3i Submitting Your Paper

When you have finished your exam and are ready to upload please remember:

1. You may only submit a single pdf document
2. Save your PDF with the Module code and your student ID. *E.g. IB9190 1987654*
3. You should **NOT** include your name in the pdf file title - only the module code and your Student ID number
4. You should **NOT** use non-standard characters in the file name - my.wbs will reject any files containing non-standard characters in the document title
5. **Submission is not complete until you have:**
 1. uploaded your pdf file,
 2. ticked the box to confirm the exam is all your own work,
 3. ticked the box to confirm you've uploaded the **right paper**, (please double-check!)
 4. and hit **confirm**
5. then you will get the message that your submission has been made and you will get an email confirming your submission
6. **Please don't leave your submission until the last few minutes!** You have been provided with extra time on top of the standard exam length in order to format, upload and submit your exam (15 minutes for class tests, 45 minutes for exams). Do **NOT** continue writing your exam during this time! Due to how busy the internet and my.wbs are during this time, we advise that you leave plenty of time to submit! Otherwise, once the deadline has passed, you will no longer be able to submit.
7. If, for some reason, you cannot upload your exam to my.wbs, then please email a copy of your paper to your programme team immediately. If this is received **before** your personal deadline, it will be accepted for marking.
8. If the paper is emailed to the programme team **after** your personal deadline, then you will need to submit a mitigating circumstances case and evidence to explain why you are late. If your Mitigating Circumstances are accepted, you will be offered a further first attempt at the module at a later date. If your claim is rejected, or considered weak, then you will be offered the opportunity to take a re-sit for a maximum capped mark of 50% for that module.

Page last updated: 14/12/21

Next review due: 20/09/22

6.3j Online Exams - FAQs

Can I hand write my exams?

Please read the exam instructions carefully to find out in what format you are required to produce your exam and check you individual module pages for specific guidance relating to each exam.

How do I know what my deadline will be?

The exam starts as soon as you click on the exam paper. Once you have done that, if you re-load/refresh the page, It will enable submission and display **your personal deadline** like this:

What happens if I miss my deadline?

You will not be able to submit your exam paper and will receive a mark of zero.

How will I know how much time I have left?

Once you have accessed your exam, you should refresh the page to see your personalised deadline. However, you may also find it useful to use your own timer (such as on your phone) to help you manage your time. Don't forget, you have the time stated on your paper, plus time to upload. Be sure to carefully check your deadline! You can also find online timers on the internet, such as [Online Countdown \(www.online-stopwatch.com\)](https://www.online-stopwatch.com/online-countdown/)
(<https://www.online-stopwatch.com/online-countdown/>)

When should I start my exam?

The exam is open for a window. That means that you can start your exam **at any time** during the window - you don't need to get up extra early or stay up very late into the evening! Pick a time that suits you. But do remember to leave enough time to complete your exam! If you have a 2-hour exam, you should log in no later than 3 hours before the end of the window.

What if I have Reasonable Adjustments?

We have emailed all students who have registered with Disability Services and have given details of what arrangements have been made for you. If you have not received an email and you believe you are registered, please contact your programme teams asap.

Help! I can't upload my exam!

If you are having trouble uploading your exam, script via my.wbs, please DO NOT e-mail the Module Leaders (as this defeats the purpose of anonymised marking).

You should e-mail your exam script with any error message you are getting on my.wbs to your **programme team** immediately. This needs to be done **before your personal deadline**.

Page last reviewed: 17/11/21

Next review due: 23/08/22

6.3k Late submissions

It almost goes without saying that you should submit your exam in good time, ahead of your personal deadline. However, if something unexpected happens and you do **miss the deadline**, then here is the policy for late submission:

- If a student does **not** upload their exam before their own personal deadline, then they will no longer be able to submit via my.wbs.
- If a student misses their deadline, they must **email their exam to the programme team** as soon as possible. Remember to include your student ID number, and the Module code / title of the exam you are submitting.
- Students who submit by email **MUST** submit a mitigating circumstances claim via the usual route to explain why they did not upload in time. If no claim is received, the student will receive a mark of zero for the exam.
- If you are submitting late via email, please ensure that you have downloaded your pdf and saved it before emailing. **We must receive an actual document, not just a sharing link.**

SUMMARY ACTIONS FOR LATE SUBMISSION:

1. Email a pdf copy of your exam to your programme team immediately.
2. Complete a Mitigating Circumstances form via my.wbs as soon as you can.

Page last updated: 29/04/21

Next review due: 20/09/21

6.4a Deadlines

Assignment and Dissertation submission deadlines

Submission deadlines for all assignments and your dissertation are visible on your my.wbs home page. Submission dates and times are serious deadlines which must be strictly adhered to.

Under normal circumstances, external technical problems will not be accepted as a reason for late submission and penalty marks will be incurred. You are strongly advised to submit your work in good time before the deadline to allow time to resolve any unexpected problems, considering the availability of technical support where needed. Should technical problems prevent you from successfully submitting your work online, you must contact the Programme Team **before** the deadline has expired.

Extensions to the submission deadline

Occasionally, illness or personal problems mean that deadlines cannot be met. In such circumstances, you may request an extension to the submission deadline.

The principles that apply to all extension requests include the following.

- If you wish to apply for an extension, you must do so in advance of the deadline. Retrospective requests for extensions will not normally be approved.
- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programmes Team).
- Extension requests based on personal reasons will require the disclosure of sufficient information to enable the request to be fairly assessed (please seek guidance from your Programme Team). Again, in most cases documentary evidence will be needed. All such information will be held in the strictest confidence and shall not be used (e.g. at a Board of Examiners meeting) without prior permission.
- extensions can be requested via my.wbs. In 'User Profile & Personal Tools' click on 'Assignment Extensions' and then complete the online form, ensuring documentary evidence is uploaded before the request is submitted.

Pressure of study, holidays and computer-related problems are not considered to be valid reasons for granting an extension. Informal arrangements for extensions may not be made with the member of staff for whom the work is due. In fairness to other students, we will have to ask for some evidence of any representations made to obtain special exceptions for any individual.

In rare cases of prolonged illness or severe personal circumstances, it is highly likely that an alternative but comparable assessment task will be set.

Where you choose to take modules in rapid succession or more than the recommended number of modules at any one time or so that the assessment periods overlap, extensions will only be granted in the case of illness where supported by a medical certificate or in exceptional personal circumstances.

6.4b Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available from the left-hand menu.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will have the result reduced by 5 marks for each 24-hour period (or part thereof) excluding weekends and UK public holidays. For example, a late piece of work that would have scored 65% had it been handed in on time would be awarded 60% if it were handed in anytime from after the deadline up to one full day late, 55% if two days late etc. To be clear, if a piece of work has a deadline of 14:00:00 hours (UK time) on a Wednesday, but is handed in at 14:00:01 hours (UK time) on the Wednesday, then 5 marks will be docked.

Please note that we will award a mark of zero for any work submitted after marks and feedback have been released to students.

Late penalties can only be waived in verified circumstances of illness or extreme personal difficulties, with the pertinent supporting documentation being provided in a timely manner.

You are advised to check after submitting your work to confirm it has been successfully uploaded.

6.4c Problems with Submission

If you submit the wrong piece of work by accident, contact the Programme Team immediately and they will advise you as to whether anything can be done to solve the problem.

Solving the problem usually depends on whether the deadline has passed or not. If it is possible to replace the wrong piece of work with the correct one, but the submission deadline has passed, late penalty points will be deducted.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, you should email the correct file to your programme team who will upload the correct file for you the following day - the time of your email containing your correct submission will be used as the submission time.

If this is not discovered in time you will be awarded a **zero** due to submitting the wrong assignment. Please note that it is your responsibility to ensure that you have submitted the correct piece of work.

Page last updated: 26/06/20

Next review due: 26/06/21

6.4d Non-Submission / Non-Participation

Non-Submission

If you are struggling to meet your deadline, then please contact your programme team **in advance** of your deadline. You can apply for an extension to your deadline on my.wbs in the ADMIN tab.

If you **do not submit your work on time**, you will receive late penalty points of 5% per day. (3% for students who began their course before 01 August 2019)

If you submit **more than 10 working days late** (without an authorised extension), you will receive 55 late penalty points and therefore you will automatically fail the module. (17 days for students who started before 01 August 2019)

Once the **maximum extension period** (20 working days) has passed, my.wbs will no longer permit submissions. In this instance you should contact your Programme Team for further advice.

If you **do not submit** a piece of work, you will receive a mark of zero for that component.

The above also applies to group work submissions.

Group Work Non-Participation

Participation in group work is **compulsory**. If you do not participate, then you may be awarded a reduced mark or even a **mark of zero** for the group work element of the module.

If a member of your group is **not participating** and does not respond to your communication, please **contact the programme team** as soon as possible for advice on next steps.

Please note: It is **ALWAYS** better to contact your Programme Team **in advance of the deadline** if you think that you are going to having problems in completing your work on time.

Page created: 16/10/2020

Next review due: 01/09/2021

6.4e Mitigating Circumstances

Exams, Assessments and Deadlines

Reasonable Adjustments, Extensions and 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 Programme Team 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 and assessment (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 were no reasonable steps you could have taken to prevent the event. E.g. an extension request or temporary withdrawal)
- 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-see appendix A).

What is your situation? Choose one of the following:

I have a long term chronic condition or disability

We call this "Reasonable Adjustments"

Reasonable adjustments in examinations or other assessments are designed to mitigate the impact of a disability or learning difference on a student's performance. Where a disability is disclosed and students engage with Disability Services or the Mental Health team, we will take all reasonable steps to inform Departments and the Exam Office of the appropriate reasonable adjustments in exams. To ensure there is no potential compromise of academic standards, we assess each case on an individual basis and based on the accompanying supporting evidence. All students must provide appropriate evidence of their disability.

More information about the types of Special Exam Arrangements that can be made can be found here:

<https://warwick.ac.uk/services/disability/guidance/examarrangements/>
(<https://warwick.ac.uk/services/disability/guidance/examarrangements/%20>)

- The Equality Act 2010 (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>) (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>) requires the University to make reasonable adjustments where a candidate who is disabled (within the meaning of the Act), would be at a SUBSTANTIAL DISADVANTAGE in comparison to someone who is not disabled.
- Noting 'substantial' is defined as 'more than minor or trivial' and that a disability (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>) (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>) is defined as 'a physical or mental impairment that has a substantial and long-term negative effect on the ability to carry out normal day-to-day activities'.
- Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact Disability Services or Mental Health and Wellbeing and request an appointment to discuss their support requirements: <https://warwick.ac.uk/services/supportservices> (<https://warwick.ac.uk/services/supportservices>)

Key points:

- Applications for Reasonable Adjustments need to be made IN ADVANCE of any examination or assessment period. Recommendations that are made AFTER these deadlines will be handled under the Mitigating Circumstance Policy.
- You MUST contact Disability Services or the Mental Health Team as soon as you can.
- You MUST provide evidence. Examples of evidence can be found here: <https://warwick.ac.uk/services/disability/howwecanhelp/examinations> (<https://warwick.ac.uk/services/disability/howwecanhelp/examinations>)

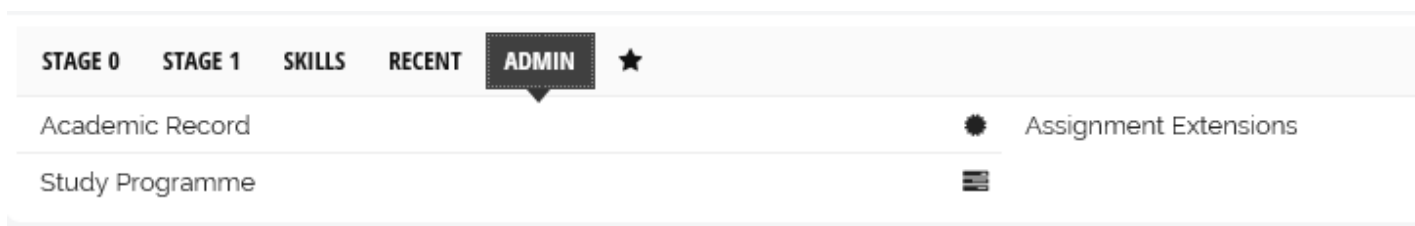
I cannot meet my assignment deadline

If you experience a mitigating circumstance as described above, which you feel has impacted your ability to work on an assignment, then you may request an extension to your **deadline**.

Requesting an extension

As soon as you think you may not be able to meet a deadline, you should submit an **extension request** via my.wbs.

The link to extension system can be found on your homepage under the "ADMIN" tab:



You will then be taken to a screen to record your reasons for requesting an extension and supply your supporting information.

Full details of what would normally be considered as mitigating circumstances (Section 6) and acceptable Supporting Evidence (Section 7) can be found here:

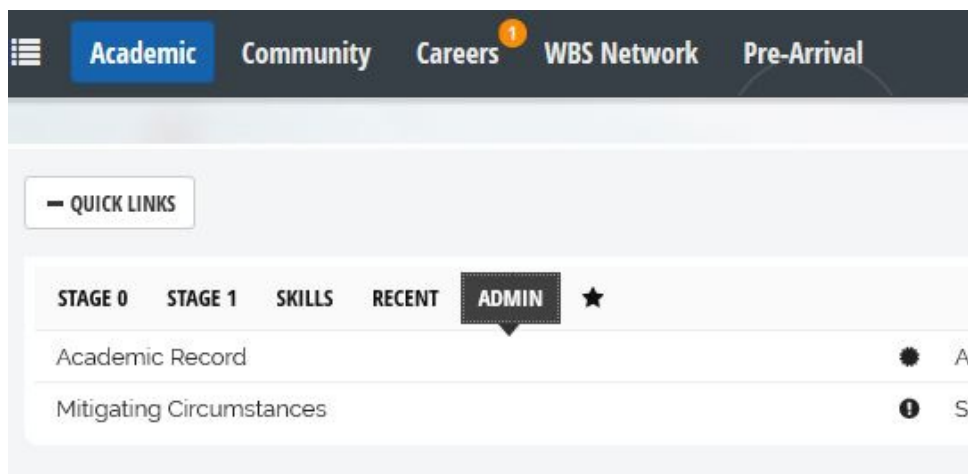
https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances

Key Points

- Applications for extensions to an assignment deadline **MUST** be made **in advance of the original deadline**. Retrospective requests for extensions would not normally be approved.
- Extension requests must be made via my.wbs and NOT to the Module Leader or your Personal Tutor.
- Extensions will be granted for a maximum of 28 days. After this time, no further submissions will be permitted.
- Extension requests must be supported with evidence. See above to the link to acceptable evidence.
- Applications for extensions to Peer Assessment and group assignments will not normally be approved.
- Pressure of study, holidays and computer-related problems are not considered to be valid reasons for granting an extension. Please see the FAQ section for more information on circumstances which are considered. If you are unsure, please contact your Programme Team in advance of your deadline.

I cannot attend my exam

If you are unwell or cannot attend your exam for any other reason covered by mitigating circumstances, then please contact your programme team as soon as possible to inform them. You will then also be required to submit a mitigating circumstances case via my.wbs. The form can be found in your "Admin" tab on your home screen:



. This must be done within two weeks of the examination date.

Key points:

- You must inform your Programme Team as soon as possible if you cannot attend an exam
- You must submit a mitigating circumstances case via my.wbs along with supporting evidence within two weeks of the date of the exam
- Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances. Please refer to the FAQ section for more information about circumstances which are considered. If in doubt, please contact your Programme Team.

Some advice about submitting mitigating circumstances for tests and exams.

If you find yourself in a position where you will be submitting mitigating circumstances for consideration for tests and/or exams, and if you are requesting supporting evidence from the University Health centre for your case, please note that you **MUST** make an appointment and see the doctor or a nurse at the time the mitigating circumstances arise. This is important because if the letter that the Health Centre provide states that you were

'not seen at the time of illness', and if it also says that there is 'minimal independent verification', your case will be deemed to be **weak** and your circumstances will not be accepted.

I have a situation which affected my performance

If you have attended your exam or submitted your assignment, but you feel that there were mitigating circumstances which affected your performance, then you should complete the mitigating circumstances case via my.wbs no later than two weeks after the relevant deadline or exam. If you have a number of exams and deadlines in close succession, then you should submit circumstances no later than two weeks after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Key points:

- You must submit a mitigating circumstances form along with supporting evidence **within two weeks of the date of the exam or assignment**.
- If you have more than one exam or assessment in close succession, you should submit your form within two weeks of the earliest deadline or exam.
- Please refer to the FAQ section for more information about circumstances which are considered. If in doubt, please contact your Programme Team.

Frequently Asked Questions

WHAT DOES MITIGATING CIRCUMSTANCES MEAN?

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. See the top of this page for a full definition.

WHAT IF THE INFORMATION I PROVIDE IS CONFIDENTIAL?

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.

WHERE CAN I FIND THE UNIVERSITY POLICY ON MITIGATING CIRCUMSTANCES?

The full university Policy can be found here:

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances
(https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances)

WHAT HAPPENS TO MY EXTENSION REQUEST?

Once you have submitted an online extension request, it will be reviewed by the Programme Team. They will contact you if they require any further information about your request. You can expect to receive a response to your request within three working days.

WHAT HAPPENS TO MY MITIGATING CIRCUMSTANCES REQUEST?

Your evidence will be examined and the 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) in your Department, 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 outcome of the Exam Board will normally be communicated to you within **seven working days** of the date of the Exam Board.

WHO SITS ON THE MITIGATING CIRCUMSTANCES PANEL?

This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. Membership of this panel typically includes: The Chair of the Exam Board, the Secretary of the Exam Board, Course Director(s) and Associate Deans. The Programmes Quality Manager and the Programme Manager also attend. The quorum for this meeting is three members. External Examiners may attend this meeting, but they are not required to do so. Discussion of mitigating circumstance is limited to this panel due to student confidentiality issues.

WHAT TYPE OF ISSUES ARE LIKELY TO BE CONSIDERED AS MITIGATING CIRCUMSTANCES?

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 in your mitigating circumstances case and submit it for consideration by your programme team. The department will seek advice from the relevant Academic Director of Undergraduate or Postgraduate Studies to ascertain if the mitigating circumstance falls within the definition of mitigating circumstances

WHAT TYPE OF ISSUES ARE LIKELY NOT TO BE CONSIDERED AS 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.

WHAT TYPE OF EVIDENCE DO I NEED TO SUBMIT?

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 (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 circumstances 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](https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary/) (<https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary/>), Student Disciplinary Offences.

WHAT TYPE OF EVIDENCE IS REQUIRED?

See Appendix A of the University's guidance for students for details of what type of evidence is acceptable. (also copied below)

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstances
https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstances

MY RESULTS HAVE JUST BEEN RELEASED AND NOW I WOULD LIKE TO SUBMIT MY MITIGATING CIRCUMSTANCES

Mitigating circumstances **MUST** be submitted **no later than TWO WEEKS following the deadline or examination date**.

Mitigating circumstances not submitted by the relevant deadline cannot be considered by the School/Department and may only be considered by an Academic Appeals Committee as part of an academic appeal, please see:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals>
<https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals%20>

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 couldn't be presented before the deadline.

I HAVE A QUESTION ABOUT EXTENSIONS, REASONABLE ADJUSTMENTS OR MITIGATING CIRCUMSTANCES

If you cannot find the answer to your question here, please contact your Programme Team for advice.

APPENDIX A. EVIDENCE REQUIRED FOR MITIGATING CIRCUMSTANCES CLAIMS

Due to the coronavirus pandemic it may not be possible to obtain the required evidence set out in the table below in a timely manner, or at all. During the pandemic the University will be sympathetic to claims that do not contain such evidence as long as you explain why it has not been possible to obtain it. Any evidence from the list below that you are able to provide will help your Department make an informed decision on your mitigation request. You should not compromise your safety or the safety of others in order to obtain evidence.

Mitigating Circumstance	Evidence MUST include:
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Coronavirus	
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A required 14-day long self-isolation or quarantine due to somebody in your household having symptoms of coronavirus	
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If you remain symptom-free, then you do not need to provide any formal evidence other than explaining how this has affected your ability to study. If you require an extension for assessed work within this period please contact your department. If you are on campus or elsewhere and receive a test and trace notification then this could be submitted as evidence.

Coronavirus	
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A required 7-day or 14-day long self-isolation or quarantine due to you having been told to self-isolate by a medically qualified person	
--	--

Please provide evidence of the need to quarantine or the instruction from a medically qualified person.

If your illness is mild, then you do not need to provide any formal evidence other than explaining how this has affected your ability to study. If you require an extension for assessed work within this period please contact your department. If you are on campus or elsewhere and receive a test and trace notification then this could be submitted as evidence

Coronavirus	
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Awaiting the result of a coronavirus test.	
--	--

Please provide evidence of the result when known and tell us how this has affected your ability to study. If you require an extension for assessed work within this period please contact your department.
--

Coronavirus	
--------------------	--

Diagnosed with coronavirus (10 day self-isolation) and/or a hospital inpatient	
--	--

Please provide the date you were diagnosed and your notification and how this has affected your ability to study. If you require an extension for assessed work within this affected period, please contact your department if you are able to.

If you admitted to hospital, please provide the length of time you were ill or hospitalised, and the name of the hospital where you were treated. We recognise that there will be times when it isn't possible to submit this information at the time. This can be provided at a later date but if it is possible to inform your department of your circumstances in the meantime please do so.

If you do have documentation and feel able to share it, you can submit it within the portal. You do not need to submit evidence immediately.
--

Alternatively, you can share information about your circumstances with your personal or senior tutor who can acknowledge your claim on your behalf, without the provision of evidence. Please tell us how the bereavement has affected your ability to study. If you require an extension for assessed work then contact your department.

Bereavement

Bereavement that has impacted your ability to complete assessments (the claim for mitigating circumstances should not normally be made more than 6 months after the bereavement but if a bereavement has taken place that continues to affect you please submit).

The evidence that is helpful, if available:

(i) If the person in the relationship is close to you and the death occurred within the last six months, evidence of impact on your ability to undertake the assessment either through a short statement written yourself or obtained from sources such as a Personal or Senior Tutor doctor, counsellor or Students' Union Advice Centre or Student Services

OR

(ii) A copy of the death certificate or order of funeral service or death announcement in a newspaper or on the web.

OR

(iii) If the person in the relationship is not close to you, evidence of impact on your ability to undertake the assessment either through a short statement written yourself or obtained from sources such as a Personal or Senior Tutor, Doctor, Counsellor, Students' Union Advice Centre or Student Services.

Definition: Someone 'close' can mean parents or guardians, children, siblings, a spouse or partner, friends, in-laws, grandparents, grandchildren and other family members.

Carer / Coronavirus

Carer for a coronavirus patient or family/household member required to self-isolate

Please provide the date the patient was diagnosed and/or entered hospital, the length of time they were ill or hospitalised, and the name of the hospital where they were treated. We recognise that there will be times when it isn't possible to submit this information at the time. This can be provided at a later date but if it is possible to inform your department of your circumstances in the meantime please do so.

OR

The date from which the family/household member was required to self-isolate

AND

Please tell us how this has affected your ability to study. If you require an extension for assessed work then contact your department.

Carer / Coronavirus

Carer of children due to school closure: If you are experiencing difficulties due to childcare (e.g. difficulty to fully participate in on-line teaching or assessment)

Please tell us how this has affected your ability to study and the name of the school(s) closed. If you require an extension for assessed work then contact your department. If you require more support or any other reasonable adjustment, please contact your department.

Coronavirus - Visa/Travel Issues

Evidence is not required for students affected until **11th January 2021**.

Not able to obtain a Visa to travel or unable to travel to the UK due to a travel ban resulting from coronavirus

From 12th January 2021 please provide us with any visa rejection letters or links to government advice/official travel restrictions or cancelled flight tickets.

Internet/IT Issues

My internet connection or IT provision failed/is not sufficient to undertake on-line teaching or assessment

Provide date and time of failure of internet connection or IT equipment.

If your internet connection is not appropriate to participate in assessments or if you are not able to obtain certain teaching or examination materials due to your location, please contact your Department as soon as possible to discuss appropriate support.

Existing Medical Conditions

A significant deterioration or change of a permanent or chronic condition which you have already told us about and is covered under reasonable adjustments or a change in circumstances that requires a new reasonable adjustment.

If this permanent condition has already been adequately adjusted through Special Examination arrangements or other reasonable adjustments, it is only the deterioration or significant change of circumstance that can be considered as a Mitigating Circumstance. An official letter or email from a health professional, or Disability Services or Counsellor or Senior Tutor or an email confirming deterioration with dates. This letter/email should be written around the time of the deterioration* and should attest to evidenced impact on the student.

Coronavirus - Change in reasonable adjustment requirements

A change in circumstances that requires a new reasonable adjustment that was not available in time.

In cases where circumstances have changed due to coronavirus and a student's existing reasonable adjustments are no longer appropriate or any change was not available in time, the student should explain the effect this has had on their ability to carry out the assessment.

Serious Illness or Accident

Serious illness (physical or mental), accident or trauma at the time of the assessment or during the preparation for it. Not coronavirus related.

The evidence that is helpful, if available:

- (i) Official letter or email from an appropriately qualified professional (e.g. medical doctor, nurse, counsellor) confirming dates affected. Normally this should have been recorded around the date* of the serious illness, accident or trauma and should attest to evidenced impact on the student.
- (ii) Evidence of impact on your ability to undertake the assessment obtained from sources such as a Personal or Senior Tutor, Doctor, Counsellor, Students' Union Advice Centre, Report and Support, Student Services and other external support services.

Serious Illness or Accident of Someone Close

Serious illness or accident (not-coronavirus related) impacting on someone close to you at assessment

EITHER

- (i) Official letter or email from a health professional confirming the circumstances with the dates

OR

- (ii) Letter from Personal or Senior Tutor, health professional, or

time or in preparation for an assessment earlier in the academic year. 'Someone close' can mean parents or guardians, children, siblings, a spouse or partner. It may include, friends, in-laws, grandparents, grandchildren and other family members.

Student Support explaining how the circumstances are affecting your ability to do the assessment.

OR FOR CARERS: (i) Official letter from health professional confirming the circumstances with the dates AND (ii) a statement written yourself or by a Personal or Senior Tutor, health professional, or Student Support to confirm that you have substantial care and support responsibilities for the person.

Employment Issues

Significant change in your employment circumstances beyond your control.

(i) Evidence of unforeseen financial hardship, e.g. bank statements showing current financial circumstances, loss of job or redundancy AND/OR
(ii) Statement from Personal tutor or Senior Tutor or Student Support Student Funding or Students' Union Advice Centre attesting to impact on student.

Serious Family Problems

(i) Letter from a doctor, solicitor or other professional person confirming the circumstances and dates

AND/OR

(ii) Evidence from a doctor, nurse or relevant professional, Personal Tutor, Senior Tutor, Student Support or Students' Union Advice Centre attesting to the impact on your ability to carry out the assessment.

Personal / Financial Circumstances

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, parental difficulties that impact on your situation, serious and unforeseeable transport disruptions such as road closure due to traffic accident).

Unforeseen change due to financial circumstances:

(i) Evidence of unforeseen financial hardship, e.g. bank statements showing current financial circumstances, loss of job or redundancy

AND/OR

(ii) Letter of support from Student Funding/Hardship Fund.

<https://warwick.ac.uk/services/academicoffice/funding/hardshipfunds>
(<https://warwick.ac.uk/services/academicoffice/funding/hardshipfunds>)

Court Appearance/jury duty:

(i) Letter from court with date student is expected to appear.

Other issues not listed above:

Evidence provided should prove the circumstance exists (must be from independent source) with dates AND evidence from a doctor, nurse or relevant professional, Personal tutor or Senior Tutor or Student Support or Students' Union Advice Centre attesting to the impact on your ability to carry out the assessment.

Late diagnosis of a Specific Learning Difficulty

Diagnosis letter and confirmation from the Department or Disability Services that the diagnosis was submitted after the

Allowable when diagnosis is University deadline.
obtained after the usual
University deadline

Bullying, harassment or threatening behaviour

(i) Statement from a Personal or Senior Tutor, Doctor, Counsellor, Students' Union Advice Centre, Report and Support, Student Services or other external support service outlining nature of circumstance with dates affected and the impact on your ability to undertake the assessment.

Trauma

We are aware that trauma can take many forms and caused by a wide range of pressures arising from circumstances which may be specific to an individual. If something has occurred that has significantly impacted on your ability to engage with your academic studies please discuss what has occurred with your Personal Tutor, Departmental Senior Tutor, or the Wellbeing Support Service.

(i) Statement from a Personal or Senior Tutor, Doctor, Counsellor, Students' Union Advice Centre, Report and Support, Student Services or other external support service outlining nature of circumstance with dates affected and the impact on your ability to undertake assessment

Crime or Assault

You are the victim of a crime/assault

(i) Official police report giving the date of the crime OR a statement from a Personal or Senior Tutor, Doctor, Counsellor, Students' Union Advice Centre, Report and Support, Student Services or other external support service outlining nature of circumstance with dates affected and the impact on your ability to undertake the assessment.

*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.

6.4f Self-Certification

In this section, you will find information regarding the university's Self-Certification Policy. Click on one of the questions below to be taken to the answer:

- [What is Self-Certification? \(#f2\)](#)
- [How many Self-certification periods can I have? \(#f1\)](#)
- [How long will it take to be approved? \(#f7\)](#)
- [Do I need evidence? \(#f4\)](#)
- [What assessments are eligible? \(#f5\)](#)
- [Can I apply a Self-Certification on top of a specific extension? \(#f11\)](#)
- [What do I do if I have used up my self-certification extension requests ? \(#f6\)](#)
- [How do I request a self-certification extension? \(#f8\)](#)
- [How far in advance can I apply, and how will it work with single and multiple deadlines? \(#f9\)](#)

What is Self-Certification?

- Allows you to request an automatic **five working day extension** to deadline(s), for **all eligible assessments*** falling within a five-day window (the self-certification period).

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are eligible for a total of **two** self-certification periods of five working days each.

How long will it take to be approved?

- The extension will be automatically accepted on eligible assignments without the need for academic judgement and independent evidence by your department.

Do I need evidence?

- No, evidence is not required for cases of self-certification

*What assessments are eligible?

- Most individual essay-type assessments should be eligible, however, some may be excluded for valid pedagogic reasons. If in doubt, please check with your Programme Team if you expected an assessment to appear on the list and it is not there. Self-certification is **not permitted** for exams (online or in-person), course tests, groupwork or presentations.
- If you have already had a specific extension for an assessment, then it is **not permitted** to apply additional time via a self-certification period request on top. If you already have an extension, please contact your Programme team if you cannot meet your extended deadline.

What do I do if I have used up my self-certification extension requests ?

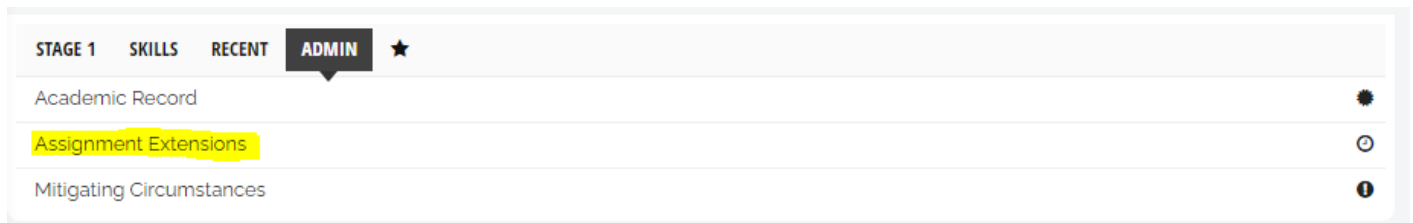
- If you have used up your self-certification extension requests, you will need to contact your department in the usual way and request a specific extension.

- A specific extension is a request to extend a deadline of an individual assignment by any length (this may be for more or less than five working days, or five working days if you have used up all of your self-certification extension requests).

How do I request a self-certification extension?

You can request and keep track of your self-certification extension requests through or [myWBS \(/?event=login\)](#).

1. From the my.wbs homepage, go to your "Admin" Tab and select "Assignment Extensions"



2. From there, you will be able to select Self-Certification and see how many periods you have remaining:

 A screenshot of the myWBS Assignment Extensions page. The page has a header with 'Profile & Tools' and a user profile picture. Below the header, there is a section for 'Assignment Extensions' with a dropdown arrow. The main content area is divided into three sections:

- Self-certification**: A section with the text 'Remaining: You have 2 self-certification period(s) left for this year.' and a blue button labeled 'REQUEST SELF CERTIFICATION'.
- Specific extensions**: A section with instructions on how to apply for an extension. It includes a dropdown menu for 'Assessment:' with the selected option 'Individual Assignment (15 CATS), IB9JF0: Business Immersion and Critical Thinking. Deadline: April, 11 2022'. Below the dropdown is a blue button labeled 'REQUEST EXTENSION'.
- Existing extensions & requests**: A section with a table header showing 'Assessment', 'Original Deadline', 'Extension To', 'Days', and 'Status'. Below the header, it says 'You have not requested any extensions'.

How far in advance can I apply, and how will it work with single and multiple deadlines?

- You will often know in advance that you will need some extra time on an assessment and wish to apply for a self-certification extension. You can self-certify up to five working days before an assessment deadline.
- A self-certification extension covers all eligible assignments in a five working day window (the self-certification period). You can see examples of how it affects single and multiple deadlines below.

Single deadline example

- **Monday 22 February:** Request your self-certification extension
 - **Tuesday 23 February:** Day 1 of self-certification.
 - **Wednesday 24 February:** Day 2 of self-certification.
 - **Thursday 25 February:** Day 3 of self-certification.
 - **Friday 26 February:** Day 4 of self-certification.
 - **Saturday 27 February and Sunday 28 February:** These are non-working days and do not count.
 - **Monday 1 March:** Day 5 (last day) of self-certification. Your deadline was due today and is now extended by five working days and due on Monday 8 March.
-

Multiple deadline example

- **Tuesday 23 February:** Request your self-certification extension.
- **Wednesday 24 February:** Day 1 of self-certification. Deadline 1 was due and is now extended until Wednesday 3 March.
- **Thursday 25 February:** Day 2 of self-certification.
- **Friday 26 February:** Day 3 of self-certification. Deadline 2 was due and is now extended until Friday 5 March.
- **Saturday 27 February and Sunday 28 February:** These are non-working days and do not count.
- **Monday 1 March:** Day 4 of self-certification. Deadline 3 was due and is now extended until Monday 8 March.
- **Tuesday 2 March:** Day 5 (last day) of self-certification.

6.4f Self-Certification & Coronavirus

We have made changes to our Mitigating Circumstances and Assignment Extension Request systems, mitigation and self-certification policies due to coronavirus.

- We have adapted the Mitigating Circumstances portal in my.wbs to ask for some extra information for coronavirus related mitigations.
- We recognise that you may not necessarily be able to visit doctors, counsellors or hospitals to obtain evidence for non-coronavirus related mitigation. The evidence requirement for both coronavirus and non-coronavirus related mitigations are therefore relaxed
- We have introduced a policy on Self-Certification which will be operational from now onwards. This is available through the Assignment Extension Request system in my.wbs and means that you can self-certificate for an automatic extension of 5 working days for written assessments without the requirement of evidence. You can self-certify twice within each academic year.

For more coronavirus-related information, please see this [page](#).

[\(https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/mitigating-circumstances-covid-19/student-faqs/\)](https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/mitigating-circumstances-covid-19/student-faqs/) If you need any further guidance, please contact your programme team.

To make a self-certification request

Go to my.wbs, and in the Admin tab, select Assignment Extensions.

When you have selected the relevant assessment that you wish to self-certify for, click on the Request Extension button, and make sure that you choose Extension Type Self-certification. This will mean you do not need to complete the 'Describe Supporting Evidence' box or upload any evidence.

To make a coronavirus-related mitigating circumstances request

Go to my.wbs, and in the Admin tab, select Mitigating Circumstances.

Click on the Create Case (Coronavirus) button.

You will need to answer some Coronavirus-specific questions to submit your claim, and if you are able to upload evidence, you can do it here.

Page last edited: 31/03/2020

Next review due: 30/09/2020

6.4g Types of Extension Explained

We have different ways of supporting you, when something unexpected happens and you are struggling to meet a deadline for an individual piece of written work, or for where you have a diagnosed condition, which means you may need an adjustment. The table below sets out the main features of each type of extensions, to help you choose the one that is right for your circumstance. If you are in any doubt, please contact your programme team.

	Self-Certification	Specific Extension	Mitigating Circumstance	Reasonable /
Definition:	A short extension of 5 working days for all applicable deadlines within a set period	An extension to a single deadline given where evidence of unforeseen/unexpected event must be provided	Something which has an exceptional unforeseen detrimental effect on your performance/studies	A pre-existing cc
When to apply:	Up to 5 working days in advance of your first deadline	As soon as circumstance is known / at least 5 working days in advance of your deadline	As soon as circumstance is known, but no later than 14 calendar days after the first affected deadline	At the start of
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 14 calendar days after the first affected deadline	
Maximum Length:	5 university working days	14 calendar days (Full-time), 28 calendar days (part-time & MBA)	Applied to assessment(s) according to circumstance	Ongoing, d
What is covered:	All eligible deadline in a 5- working day period	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period	An evidenced, p
Applicable for Exams or timed assessments?	No	No	Yes	
Applicable for ongoing condition?	No	No	Only if the situation worsens	
			Yes - you will need	

Evidence Required?	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/ illness	to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	
Is there a limit to how many times I can apply?	Yes - twice per academic year	No , although repeated requests may require further investigation and each request must be evidenced	No , although the same circumstance cannot be used as ongoing mitigation. (if you have an ongoing circumstance that prevents you performing you should consider temporarily withdrawing from your course)	This is normally
Why might my claim be rejected?	<ol style="list-style-type: none"> 1. You have exceeded the maximum number of self-certs for the year (2) 2. You have already had a self-cert for the assignment or period 	<ol style="list-style-type: none"> 1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted 	<ol style="list-style-type: none"> 1. Request received after the 14-day deadline 2. Situation was not unforeseen or unexpected 3. Insufficient evidence 4. Impact on studies considered to be weak 5. The request is for an extension to a deadline 	Contact Disability
Type of Approval:	Automatic (instant approval)	By Programme Team (within 5 working days)	Via the Mitigating Circumstances Panel Meetings (twice per year)	,
How do I apply?	Via my.wbs → Admin Tab → Extension Requests: (/profile/me/extension-requests/)	Via my.wbs → Admin Tab → Extension Requests: (/profile/me/extension-requests/)	Via my.wbs → Admin Tab → Mitigating Circumstances:	Via Disability Services (https://warwick.ac.uk/services/wss/stud) (https://warwick.ac.uk/disability/howwe) (https://warwick.ac.uk)

Where can I find more information?

Mitigating Circumstances: [Mitigating Circumstances Guide](#)

(https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mc_guid_updated_05.10.2020.pdf)

Disability Services: [Disability Services](#)

(<https://warwick.ac.uk/services/wss/students/disability/howwecanhelp/adjustments/>)

Where do I apply?

See links in the table above, or from the homepage:

STAGE 0	STAGE 1	SKILLS	RECENT	ADMIN	★
Academic Record				Assignment Extensions	⊙
Mitigating Circumstances				Paying your Fees	£
Study Programme				Visa Advice	⊙

Self-certification

Remaining: You have 1 self-certification period(s) left for this year.

[REQUEST SELF CERTIFICATION](#)

Your existing self-certification periods:

Start Date	End Date	Schoolyear

Specific extensions

To apply for an extension, please select the desired assessment and click 'Request Extension' below. An extension request form will be displayed - please complete and submit this form. You will be notified of whether your request has been approved by email to your WBS address, usually within 3 working days.

Assessment:	Dissertation (60 CATS), IB9H00: Proje ▼	REQUEST EXTENSION
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6.5a What happens to my work?

The Assessment marking process

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked and then moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. All assessments are anonymously marked. They are only identifiable by your ID number until marking is completed.

Once the internal marking process is complete, provisional assignment marks and feedback will be released to students on my.wbs. We aim to release marks within 20 University working days of the submission deadline. You will be notified via my.wbs when provisional marks for an assignment have been released.

You will be advised in advance of an examination session when and how you can expect to receive your results. Where there is a significant delay until the next meeting of the Board of Examiners, we may provide provisional examination results. However, some examination marks will not be available until they have been confirmed by the Board of Examiners.

Students are requested to be patient and not contact their Programme Team about their results before they have been released, as this will delay the process.

Marked examination scripts are not available to students for inspection as examiners do not write comments on exam scripts. You will receive a breakdown of marks per question and also cohort-level feedback on each question in the exam.

A sample of assessments which spans the full range of marks awarded will be reviewed by an External Examiner. External Examiners are senior faculty from peer institutions with expertise in the subject matter, and are responsible for reviewing the curriculum and ensuring the quality of the course and its assessment system. The External Examiner system is used in the UK to ensure that standards of equity and balance across the courses are maintained in line with UK higher education expectations. Occasionally the External Examiner will recommend an adjustment in marks and a range of marks may go up or down as a result. You will be advised if this has happened in one of your modules.

Postgraduate marking criteria

A percentage marking scheme is used in all Masters degrees with a pass mark of 50%. Where a module is assessed by more than one component, provided your aggregate mark is 50% or above, you will be deemed to have passed the module, even if you have failed one of the components.

Standard [marking criteria \(/-/academic/37360/resources/in/381545,786874/item/792068/\)](/-/academic/37360/resources/in/381545,786874/item/792068/) are used for all postgraduate level assessments.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of plagiarism. Turnitin compares submitted student assignments to a large database of resources including online journals and academic publications, the internet, archived copies of the internet and other students' assignments. It looks for matches between the text submitted to it in an assignment and the data held in the database. This means that the software is also able to detect cases of self-plagiarism (please see previous notes on self-plagiarism).

All assignments are submitted to Turnitin. A report is produced for each assignment which details the percentage of the assignment's text matched to text in the database. It then identifies the matched text and the resource to

which it has been matched.

Students are advised **not** to use plagiarism detection software packages (such as Turnitin) at other institutions or detection software available online. Turnitin automatically adds all new material to its database so this practice may lead to students' work being investigated for plagiarism erroneously.

For more information about plagiarism, please see Section 6.1b

6.5b Your Marks and Feedback

Release of marks and feedback

Individual marks for all summative assessments are released electronically on my.wbs. You should be notified via my.wbs when marks have been released for an assessment. You will also be able to see where your mark lies in relation to the spread of marks awarded to your cohort.

Individual feedback on the way you tackled the assessment is provided electronically on my.wbs for written assignments.

Individual feedback is not provided for examinations although per-question feedback will be provided which summarises comments on the approach the class as a whole took to the examination.

If you have failed a module you should refer to guidance provided by your Programme Team to understand what the implications of this will be, as these vary between Masters courses. You will be given the opportunity to remedy failure in a specified number of modules. Please contact your Programmes Team for advice if you require any further guidance.

The mark is provisional until it is confirmed at the Board of Examiners meeting.

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfil their potential. As such, the department operates under a 20-University-working-day maximum turnaround time for assessed work on modules. Further information on the University's Policy on the Timing of the Provision of Feedback to Students on Assessed Work can be found [here](http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/assessmentstrat/assessment/timeline) (<http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/assessmentstrat/assessment/timeline>).

6.5c Confidentiality of Your Work

The School will ensure that confidentiality is properly respected when handling and marking all work which is submitted for assessment. As a general point of good practice, you are recommended to anonymise or disguise any parts of your work where this is particularly relevant and appropriate.

Any document submitted to Turnitin (see Section 6.5a) is added to a reference database hosted by Turnitin such that the database continually grows. This is a secure database, although we recognise that some organisations may still have concerns about confidential information being stored on a third party database. In anticipation of this, we have adapted the assignment submission process for some students to allow work to be flagged as containing information of a confidential nature. Flagged documents will not be submitted to Turnitin.

Markers will be notified when an assignment has been flagged as confidential at point of submission. You may be contacted by the Programme Team to investigate the reason for submitting a piece of work as confidential if the marker can see no obvious reason for this. You are expected to submit all work which does not contain sensitive information without flagging it as confidential at point of submission and questions will be asked if you seek to avoid plagiarism detection software without permission.

6.5d Scaling of Marks

What is Scaling?

Scaling is a process by which a set of marks is raised or lowered, in order to properly calibrate the performance of the cohort in terms of the achievement of learning outcomes and grade descriptors.

When may scaling be used?

The proper objective of scaling is to achieve a set of marks for a cohort of students which reflect the extent to which each student has achieved the relevant learning outcomes and has met the criteria set out in the grade descriptors.

Scaling may be used:

- For elements of assessment which are marked according to objective criteria, and which do not allow for the exercise of discretion in marking.
- To achieve consistency between the grades awarded in different modules.
- To avoid students being either advantaged or disadvantaged by choice of modules.
- Where an academic judgement is made that an assessment was either too difficult or too easy.
- Where scaling is necessary to achieve an appropriate calibration of the grade boundaries.
- Where an examination has denied candidates a fair and realistic opportunity to fully demonstrate their ability, for instance where the examiner has misjudged the work that can be completed in the prescribed time.

Scaling should be used sparingly and is normally only used in quantitative assessments. It is rarely used in assessments where there is subjective interpretation of students' work and should, in general, not be used to fail students who would have passed on the raw marks, noting that this is sometimes the unfortunate consequence of undertaking scaling if students are close to the pass/fail borderline.

What happens when marks may need to be scaled?

Ultimately, only the Exam Board can approve the use of scaling. However, where a Module Leader believes that Scaling may be needed, authority should initially be sought from the relevant Associate Dean and Pro-Dean (Teaching and Learning) within WBS.

Where Scaling has been used the External Examiner should be provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. External Examiners need to confirm that they are comfortable with the adjustment of marks proposed.

Students should receive the scaled marks when they are released, noting, as per standard guidance, that all marks are provisional until signed off by the Board of Examiners.

General principles applicable to scaling

Academic judgment must be used to determine the appropriate points for grade boundaries. Classifications must retain their qualitative meaning and scaling must not be used to award particular marks unless the candidates in question have demonstrated the appropriate level of ability.

An exercise in scaling must preserve the ranking of individuals within the cohort. Zero must always be scaled to zero and 100 must always be scaled to 100.

Scaling should be used with restraint and only to the extent that it is justified by the evidence.

Generally, scaling should not be applied to generate fail marks for students who would have passed on the raw marks. If scaling is used in this way, there must be a very clear academic rationale.

Scaling must not be used to reduce the marks of a particularly able cohort, or to enhance the marks of a poorly performing

6.6a What is Feedback?

Feedback can be about:

- your individual assignments
- group work
- a draft that you have prepared
- your ideas about your subject.

Feedback can come from different people:

- Module leaders
- seminar tutors
- fellow students

Good feedback can help you to:

- assess your work against assessment criteria
- work out what you have done wrong in an assignment
- improve your future assignments
- understand your subject better
- approach work in new modules

Feedback works - don't waste it!

6.6b Further Feedback

Occasionally, you may want further clarification on the feedback provided with your assignment marks. In such cases, you are encouraged to contact your Programme Team in the first instance who will refer the matter to the relevant marker.

Also remember to look at the advice here on [getting the most from your feedback](https://academic.37360/resources/in/381545,786874/item/786904/) ([/-/academic/37360/resources/in/381545,786874/item/786904/](https://academic.37360/resources/in/381545,786874/item/786904/))

6.6c Alternative Feedback

Your fellow students can be a great source of feedback and support throughout your course, so do make the most of them! You may like to ask someone else in your group if they would share their assignment and feedback with you once the marking process is complete (not before - this would be collusion), or why not set up a discussion group to talk about learning points from the assignment?

6.6d Getting the Most from Your Feedback

1 Get ready for feedback

- Find out what sort of feedback you will be getting on your module assignments: will it be written or verbal or online?
- Who will be giving the feedback on your assignments: the module leader, your seminar tutor; other students on the module?
- When will the feedback be given?
- If this information isn't clear from the module handbook, ask your module leaders - they are there to help.
- Feedback on your ideas and ways of approaching your assignments is likely to be given during class discussions. Be there to receive it!

2 Understand feedback

- Read or listen to it carefully and think about how it applies to your work or ideas.
- Think about how it relates to the assessment criteria.
- If you don't understand your feedback ask! Feedback should be a dialogue. Be prepared to ask your module leader, your module leader or your personal tutor about it.

You can't use your feedback if you don't understand it!

3 Use your feedback

- To think about what you have done well and what you can improve in your work.
- To plan a subsequent piece of work.
- To prepare work in other modules. Feedback given on one module is often relevant for another. For instance feedback on researching your ideas or giving a presentation will probably be as useful for assignments in Term 3 as it was in Term 1.
- To develop your understanding of your subject.
- To think about your future!

Think of feedback as advice.

Advice is useful!

7.1 Board of Examiners

Board of Examiners Meetings

Board of Examiners Meetings (sometimes referred to as Exam Boards) are formal meetings which take place twice a year, normally in June and November. They are attended by External Examiners, appointed representatives of WBS Subject Groups, Assistant and Associate Deans, the Programme Manager, as well as other members of WBS central administration.

All marks remain provisional until they have been formally confirmed at a Board of Examiners meeting. The Board meets in order to:

- review performance across all modules
- make recommendations on individual student progress
- determine remedial action where students have failed one or more modules
- recommend final award decisions
- consider mitigating circumstances where necessary.

When reviewing marks and student progress, the decisions made by the Board of Examiners are guided by the University's [examination conventions](http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/pgt) (<http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/pgt>) for Taught Postgraduate Courses.

Mitigating Circumstances Panel

This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. Membership of this panel typically includes: The Chair of the Exam Board, the Secretary of the Exam Board, Course Director(s) and Associate Deans. The Programmes Quality Manager and the Programme Manager also attend. The quorum for this meeting is three members. External Examiners may attend this meeting, but they are not required to do so. Discussion of mitigating circumstance is limited to this panel due to student confidentiality issues.

More information on mitigating circumstances can be found in the assessment section of this handbook.

7.2 If you Fail a Module

For students who started their course in academic year 2019-20, this should be read in conjunction with section 7.3a Covid-19 Impact Mitigation Policy, as some rules around fails were changed for those students.

The Pass Mark

A percentage marking scheme is used in all Masters Degrees with a pass mark of **50%**. Where a module is assessed by more than one component, provided your aggregate mark is 50% or above, you will be deemed to have passed the module, even if you have failed one of the components, unless it is specified in your course materials that you must pass all elements of that module.

Types of Modules

There are basically three types of modules;

- **Core** (modules which have to be passed)
- **Required** (modules all students have to take, but act like elective modules with regards to failure rules)
- **Elective** (modules which you can choose and which you don't necessarily have to pass all of in order to still be eligible for a Masters award. You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%.

Classification of module	Final Module Result		
	0-39%	40-49%	50% + (Pass)
Core	Required to resit	Required to resit	Proceed
Required	Required to resit	Option to resit	Proceed
Elective	Required to resit	Option to resit	Proceed

What does "Option to Resit" mean?

If you fail a '**Required**' or '**Elective**' module with a mark of between 40-49% you will be given the option to resit that module. This means you can either:

- Have a second attempt at the module and try to pass second time around,
- or you can choose to carry the fail.

Do I have to resit the entire module?

Where a module mark is made up of more than one component, normally only the component(s) with fail marks

will be reassessed; other, pass level, component marks will be carried forward to contribute in their weighted proportion to the final outcome.

Are resit marks capped?

Yes, resit module marks are capped overall at 50%.

What if my resit mark is lower than my original mark?

If you resit a component, but end up with a lower mark, your previous higher component mark will be taken forward.

What happens if I fail a resit?

If you do not pass (achieve 50% overall) for a resit module, then there are a number of possible outcomes, depending on the type of module and the result achieved. **No student may be awarded a Merit or Distinction if they have not passed all modules.**

Classification of module to resit	Final Module Resit Result		
	0-39%	40-49%	50% + (Passed)
Core	Final Fail***	Final Fail***	Proceed
Required	Final Fail**	Proceed, carrying the fail*	Proceed
Elective	Final Fail**	Proceed, carrying the fail*	Proceed

* The award of Master may be made where a student has obtained 150 credits providing the student has obtained a mark of at least 40 in the failed module(s).

**Where a mark of below 40% has been achieved for a resit module, then the student may only be eligible for the Postgraduate Diploma or Certificate, depending on their individual course regulations.

*** Where a core module is not passed on resit, then the student is no longer eligible for the award of Masters, but may still qualify for the Postgraduate Diploma or Certificate, depending on their individual course regulations.

What happens if I decide not to take the "Option to Resit"?

If you decide not to resit, and carry the fail, you should be aware that this means you will **no longer be eligible for either a Merit or Distinction**, should your final overall weighted average be high enough. No student may be awarded a Merit or Distinction if they have not passed all modules.

You will only be offered one opportunity to resit this module. If you decide not to resit, this will be classed as a **final decision** and you will not be offered another opportunity to resit the same module at a later date.

I have failed a module. Am I still eligible for a Merit / Distinction?

As long as you have passed a module on resit, then you will still be eligible for a Merit or Distinction, provided your overall weighted average is high enough. If you have passed on resit, then your capped (50%) mark is the one which will be used in the calculations, not the actual mark attained.

You cannot be awarded the Merit or Distinction if you have any final (after resit) fails.

Can I resit my module to get a better mark?

Re-sit are only permitted if you have a final module mark of **below 50%**, or if you have failed an element of assessment which you are required to pass.

How many resits can I take?

You will normally be allowed one opportunity to remedy failure in initial assessment in all modules. Only one re-examination will be permitted for each module except as set out in (g) below.

What if I am "Required to Resit" a module, but I don't do it?

If you are required to resit a module, but you chose not to do so, then you will be awarded a mark of zero. You will not be given another opportunity to resit the module. You will not be eligible for the Masters Award and may not be eligible for any lesser award either.

What if I have a reason for not submitting / submitting late / missing an exam?

Mitigating circumstances are those events which have had a detrimental effect on your study, to the point that it is in your interest to draw your department's attention to them and ask for them to be considered in mitigation of poor performance. You can find more information on mitigating circumstances in your Handbook. If you have mitigating circumstance that you want us to consider, then you must inform your programme team, as soon as possible.

What if I fail due to late penalties?

If you have failed an assessment or your dissertation due to penalties for late submission, you will normally NOT be allowed to revise or resubmit the same assessment in order to remedy that failure. You will be required to undertake a new assessment, dissertation or project.

How will my resit display on my record of marks?

If you fail a module at first attempt, but then pass on resit, it will look like this on your record of marks:

IB9020	Issues in Marketing Theory and Practice	50 Passed on resit
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If you fail a module at the second attempt, it becomes a final fail. It will look like this:

IB9Z90	Dissertation	45 Failed on resit
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7.3 Mitigating Circumstances Impact

What happens to my case?

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) in your Department, after the departmental deadline for submission and before the Board of Examiners' meeting. The panel will make recommendations based upon the type, timing and severity of circumstances and the robustness of evidence provided. The MCP may typically include the Chair of the Board of Examiners, the Secretary to the MCP, the Course Director, the Programmes Quality Manager and the Programme Manager and their Deputy.

The Board of Examiners will be notified of the decision but NOT the full details 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.

What criteria does the MCP use?

The MCP will review each case using the following principles:

Timeliness: How close is the period of mitigating circumstances experienced to the summative assessment (essay/practical/examination)? How lengthy is the affected period? Is the timeframe of the affected period supported by the evidence?

Relevance: How do the circumstances impact on the candidate's ability to do the summative assessment? Does the evidence support the claim?

Severity: To what extent have the circumstances affected the candidate's ability to do the summative assessment? Is this fully supported by appropriate evidence?

How will my case be graded?

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.

Claims will be classified into to one of the following categories:

Rejected:

The claim is rejected due to insufficient evidence, incomplete information, or does not meet the criteria for mitigating circumstances.

Weak:

(i) The mitigating circumstances were considered mild, and/or had little material effect on the student's 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; OR

(ii) There is weak evidence (or the evidence is post-hoc in nature) detailing the level of impact on the student making it impossible to assess the impact with reasonable certainty.

Moderate:

Medical or other circumstances where substantial impairment of student's performance would be expected and are evidenced with some reasonable degree of certainty.

Severe:

Severe circumstances which would be highly detrimental to a student's academic performance and are evidenced with a high level of certainty.

What decisions will the Exam Board make?

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.
- 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 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 progression 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.

My Mitigating Circumstances were graded as Moderate or Severe, but I have passed the module - what happens now?

If you have passed the module overall, then there is no action to take on that module itself. However, if your case was graded as moderate or severe then this will be kept on record until your final exam board; the one at which your marks are considered for an award. At this point, the Exam board will review all your marks against the following criteria:

- Students are within two % of a classification boundary when all marks are considered;
- Overall, they have passed a module(s) but a mitigating circumstances panel considered the issues presented and classed them as '**severe**' on at least **one** occasion and/or '**moderate**' on at least **two** modules;
- That, if the mark(s) for the module(s) affected by the mitigating circumstances claim(s) that are lower than the student's overall average were to be removed, the student's classification would be in a higher band.

If **all** the above criteria are met, then the student may be considered for a higher classification of award.

Page created: 26/10/20

Next review due: 01/09/21

7.4 Awards, Merits, and Distinctions

Awards

****2019-2020 Students only:** Please see section 7.4a for information about changes made to the awards system in the light of the Covid-19 situation. There is an opportunity to ask questions there**

At Masters level, there are basically four award levels:

- Postgraduate Award (20-40 Credits)
- Postgraduate Certificate (60 Credits)
- Postgraduate Diploma (120 Credits)
- Masters (180 Credits)

All students are registered for the Masters award. If you do not meet the criteria to be awarded the Masters degree, then there may be an opportunity for you to receive either the Postgraduate Diploma, Postgraduate Certificate or Postgraduate Award instead. These are commonly called 'exit awards' and may be used in cases where a student has to withdraw before the end of their course (due to personal circumstances or due to failing too many modules to be eligible for the Masters).

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed: including all core modules	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Master (PGT)	180	150*	7	150
PG Dip	120	90**	7	90
PG Cert	60	60	7	60
PG Award	20	20	7	20

**The award of Master may be made where a student has obtained 150 credits providing the student has obtained a mark of at least 40 in the failed module(s).*

*** The award of Postgraduate Diploma may be made where a student has obtained 90 credits providing the student has obtained a mark of at least 40 in the failed module(s).*

Merits and Distinctions

The award of Master, Postgraduate Diploma, Postgraduate Certificate and Award can be with merit if you attain an Award Average (weighted according to the credit rating of the modules comprised within the award) of between **60.0 and 69.9** inclusive and with distinction if you attain an Award Average of **70.0 or above**.

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the

CATS value of each module and the dissertation. For example, if your course has 12 x 10 CAT modules and a dissertation worth 60 CATS, then you would need the total of all your module marks, plus your dissertation marks multiplied by 6, and then divide the total by 18. The overall classification average is then rounded to **one decimal place**. This means that:

- a weighted average of **69.66%** would be rounded up to **69.7%**. (not rounded to the nearest whole number, i.e.70%)

As long as you have passed a module on resit, then you will still be eligible for a Merit or Distinction, provided your overall weighted average is high enough. If you have passed on resit, then your capped (50%) mark is the one which will be used in the calculations, not the actual mark attained.

You cannot be awarded the Merit or Distinction if you have any final (after resit) fails.

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance **must** obtain a mark of at least **60% (Merit)** or **70% (Distinction)** respectively in the dissertation module **as well as** an overall weighted classification average of 60.0% or 70.0% in order to be eligible for the final award with Merit or Distinction.

Page last revised: 14/10/21

Next review due: 01/09/22

7.4a Covid-19 Impact Mitigation Policy

****Please note that this policy only applies to students who began their course before 01/09/2020****

You may have seen from the latest University Update published on 28/04/20 that a number of changes are being made to our policies in order to mitigate the possible negative impact of the Coronavirus on your study and assessment. There have been a number of changes to date, summarised here:

- Introduction of **Self-Certification Policy** - allowing every student to apply for an extension on individual assignments for five university working days without evidence, for up to two assignments per year.
- A **two-week extension** to all assignment deadlines up until 31 July.
- Relaxed the requirements for **evidence for mitigating circumstances** given that this may be challenging to obtain currently.
- **Extensions** (where you need more than the 5 days allowed by Self-Cert) still available as normal.
- The option to take **Temporary Withdrawal** also remains as before.

NEW POLICIES

In addition, the University has also now made the following changes, which apply to all current students:

The main rules for progression and awards for Postgraduate courses can be found [here](https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/pgt/) (<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/pgt/>)

In addition, the following amendments have now been made:

- **Resits - removal of limit**

Previously, students were only allowed to resit modules that accounted for a maximum of half of their taught modules. This restriction has been removed and students may resit any failed module once. Resits will still be capped at a mark of 50%. (unless there are mitigating circumstances)

- **Failed Modules - removal of 40% threshold**

The requirement to achieve a mark of at least 40% in failed non-core modules is removed. This means that you can carry any non-core failed mark (0-49%) and still be eligible for the Msc. (Although you will **NOT** be eligible for the award with Merit or with Distinction if you are carrying a fail). You can carry a maximum of 30 CATS credits (i.e. 2x 15 CAT modules). you must still:

- Pass ALL Core Modules (Pass mark is 50%)
- Attempt a minimum of 180 credits
- Pass a minimum of 150 credits for a Masters award

- **Degree Classifications - change of calculation**

The award of Masters with Merit or Masters with Distinction is based on an overall weighted average. Up to now, this was calculated on the total 180 credits. From now on, this will be calculated on your **best 120 credits** (i.e. Highest-scoring). The thresholds of **60.0 or above for a Merit and 70.0 for a Distinction** remain as before. In

order to be eligible for a Merit or Distinction, you will need to **pass ALL modules** (after resit if necessary).

The cumulative value of the credits is calculated in order starting with highest credit value, until a minimum of 120 credits is reached. This means that if you have a module and your dissertation / BiP score which are the same, then the score for the dissertation or BiP will be used first.

The calculation is based on the first modules that take you over the 120-credit threshold. If your Dissertation mark (60 credits for example) comes in the lower half of your 120 credits, then ALL the credits for that will be included and your average will be calculated over a higher amount.

E.g. if all your scores are in a list from highest score to lowest score, then the modules which take you to the 120 threshold are included. Module Scores and their credit weighting are **not split**, so if your top marks include 7 x 15 credit modules (105 credits) and then your next highest score is your 45-credit dissertation, then this would be included and your average would be calculated over 150. (105+45)

A document giving some examples of calculations is attached.

- **Exit Awards**

The above rules also apply to the lower award of **Postgraduate Diploma**. For this award, students must attempt 120 credits, and pass a minimum of 90 credits. The classification will be calculated on the best 90 credits.

No changes have been made to the rules for Postgraduate Certificate or Postgraduate Award.

I'm sure you will have questions about these new policies and decisions. Please feel free to post them below!

All the best

Louise

7.4b Requirements for Taught Postgraduate Awards 2020-2021

Requirements for Taught Postgraduate Awards 2020/21

In 2019/20 a range of measures were put in place to mitigate the unforeseen impact of the Covid-19 pandemic on postgraduate taught students' studies. These measures have now been reviewed to determine their applicability to 2020/21 and the following key updates have been made:

- In 2019/20, to recognise the unexpected impact of Covid-19 on their studies, the calculation of the award of Merit and Distinction for Masters Degrees was based on the best 120 credits achieved by the student rather than the weighted average across all modules taken and for Postgraduate Diplomas classification was based on the best 90 credits. Students were still required to pass the already specified volume of credit taken. This applied to all current students in 2019/20 and does not therefore apply to students starting a postgraduate taught course from 1 August 2020.
- In 2019/20 the rule that postgraduate taught students would only be eligible for the award of a qualification if they achieved at least 40% in all failed modules was suspended for students on Masters degrees and Postgraduate Diplomas. In 2020/21 this will continue to apply to all continuing postgraduate taught students who commenced their courses prior to 1 August 2020, but will not apply to students who commenced their course from 1 August 2020. However where there is evidence of serious medical or personal problems disclosed to and discussed by the relevant departmental Mitigating Circumstances Panel, that Panel may make recommendations to the relevant Examination Board as to the extent to which these special circumstances should be taken into account in the application of this requirement.
- In 2019/20, the University's revised policy on resitting assessments, which was originally intended to be introduced for students commencing their courses from 2020/21 and which allows all students the right to remedy failure once in all failed modules was brought forward to apply to all current postgraduate taught students in 2019/20 and until they complete their degrees.

However the policy allowing students the right to resit all failed modules has not been introduced this year but instead has been deferred to 2021/22. Therefore the provision allowing postgraduate taught students the opportunity to resit failed modules once will be retained for students commencing their course in 2020/21. Remaining clauses in Section 3 (b-g) of the Requirements for Taught Postgraduate Awards and specific clauses relating to professional practice modules in Section 3(a) still apply.

- In 2019/20, it was recognised that the timing of the pandemic may have led to unforeseen impacts on students' ability to undertake research as planned for their dissertations and research projects. In 2020/21, however, while the ongoing constraints arising from the pandemic may limit the research students may normally undertake, this can be planned for, with topics and methodologies being developed accordingly from the beginning of the year. Students are therefore encouraged to discuss planning for their dissertations and projects bearing the existing constraints in mind. However, clearly if students are affected personally by circumstances, mitigation should be handled in line with the [Mitigating Circumstances Policy](https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/) (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/).
- Postgraduate taught students will still be able to self-certify to obtain an extension for eligible assessed work for five university working days, in line with the [Policy on Self-Certification](https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/) (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/).
- Students will also be able to request to defer assessment periods if they know ahead of an assessment period that they will experience significant difficulties. Further details are available in the Deferral of Examination Period Policy.

- The [Mitigating Circumstances Policy and Guidance](https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/) (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/) have been updated to reflect the potential impacts of the pandemic on students.
-

Requirements for Taught Postgraduate Awards 2020/21

1. Principles

- (a) The University has a single set of rules for the award of taught postgraduate qualifications which are not otherwise constrained by accreditation requirements.
- (b) The classification system for the award of merit and distinction is based on averaging.
- (c) These arrangements are consistent with the QAA Framework for Higher Education Qualifications and take account of module and course learning outcomes.
- (d) The system is designed to be transparent, clear and comprehensible for students and staff.
- (e) In arriving at decisions for an award, a fail mark for a module may not be condoned and a module may not be passed by compensation.

(f)(i) For students who first registered prior to the academic year 2017-18

The award of Master will normally be made on successful completion of 150 credits at level 7, providing that all core modules are passed. Where departments require students to attain 180 credits at level 7 for the award of Master this must be clearly specified in information supplied to students.

(f)(ii) For students who first registered in or after the academic year 2017-18 and prior to the academic year 2020/21

The award of Master will normally be made on successful completion of 150 credits at level 7, providing that all core modules are passed. Where departments require students to attain higher volume of credit at level 7 for the award of Master this must be clearly specified in information supplied to students.

(f) (iii) For students who first registered in the academic year 2020/21

The award of Master will normally be made on successful completion of 150 credits at level 7, providing that a mark of at least 40 is obtained in the failed module(s) and all core modules are passed. Where departments require students to attain higher volume of credit at level 7 for the award of Master this must be clearly specified in information supplied to students.

(g) (i) For students who first registered prior to the academic year 2020/21

The award of Postgraduate Diploma will normally be made on successful completion of 90 credits at level 7, providing that all core modules are passed. Where departments require students to attain 120 credits at level 7 for the award of Postgraduate Diploma this must be clearly specified in information supplied to students.

(g) (ii) For students who first registered in the academic year 2020/21

The award of Postgraduate Diploma will normally be made on successful completion of 90 credits at level 7, providing that providing that a mark of at least 40 is obtained in the failed module(s) and all core modules are passed. Where departments require students to attain 120 credits at level 7 for the award of Postgraduate Diploma this must be clearly specified in information supplied to students.

(h) It is the responsibility of examination boards to act in accordance with these rules. Where professional, statutory or regulatory bodies specify requirements for accreditation which are inconsistent with these rules, departments must propose alternative arrangements which must be approved by Academic Quality and Standards Committee. No additional conventions may be specified by departments.

(i) For students who first registered in or after the academic year 2017-18

Where departments wish to maintain flexibility of award as outlined in (f) and (g) above, they may indicate modules, which students must take, but where the achievement of a pass mark of 50 is not critical for progression (within the context of paragraph (f) above). Any such arrangements must be clearly specified in information supplied to students and these 'required' modules listed.

2. Marking

(a) All marks should be given on a 0-100 scale.

(b) The minimum pass mark for all postgraduate modules is 50.

(c) Departments must specify in module proposals and in information supplied to students whether students must pass all elements of the assessment on a module in order to be awarded a pass mark. In the event that departments do not do so, students will be awarded a pass in the module if they attain an average mark, weighted according to the percentage of the individual elements of the assessment, which is not lower than 50.

3. Re- examination

(a) Students on taught postgraduate degrees should normally be allowed one opportunity to remedy failure in initial assessment in all modules. Only one re-examination will be permitted for each module except as set out in (g) below.

The above clause does not apply to professional practice modules. The right to remedy failure on professional practice modules is subject to the decision of the Board of Examiners, taking into account relevant professional standards and requirements.

(b) Students should normally be allowed one opportunity to remedy failure in their dissertation/project module. Students obtaining a mark of 30 or less in the dissertation/project carrying a credit weighting of more than 60 credits will only be permitted to submit a re-worked submission for examination against different learning outcomes, the achievement of which would enable them to be considered for the award of a Postgraduate Diploma, except as set out in (g) below.

(c) Where the failure on an initial assessment in a taught module, dissertation or similar piece of independent project work is the result of penalties for late submission, the student should receive a fail for the assessment. In light of the fail mark, departments will have the discretion to either require:

(i) The student to undertake a new assessment, dissertation or project and the mark awarded to be capped at 50

Or

(ii) in instances where it is impractical for the department to allow the student to undertake a new assessment, the student will not be permitted an opportunity to resubmit their work, but a capped mark of 50 will be awarded at the next meeting of the Board of Examiners.

(d) Where a failure results from a finding of cheating under University regulations, it should be for the Head of the

department (or his or her authorised deputy), the University Investigating Committee or the Board of Examiners to determine whether the student should be allowed to remedy that failure.

(e) Where a student has failed to reach the minimum pass mark for a module which contains more than one element of assessment, the student shall normally be required to be re-examined only in the element(s) of the assessment which has(have) not met the minimum pass mark, noting that the appropriate method of reassessment should be determined by the Board of Examiners.

(f) The maximum pass mark which may be awarded for a module on re-examination is 50, irrespective of the mark(s) which have been given for other elements of the assessment for that module, except as set out in (g) below. Departments are however required to keep a record of the uncapped mark, although it would not appear on the student's transcript.

(g) Where there is evidence of serious medical or personal problems disclosed to, and discussed by, the relevant departmental Special Cases Committee, that committee may make recommendations to the relevant Examination Board as to the extent to which these special circumstances should be taken into account in offering to the student an opportunity to be examined as a first attempt or offered a further opportunity for re-examination. Any discretionary consideration should be clearly minuted by Examination Boards. The Examination Board should not amend a module mark or the mark for any element of assessment as a result of special circumstances being taken into account except that where there are a number of elements to the assessment the Examination Board may recalculate a module mark based on the elements of the assessment which have attained a pass mark and which were not affected by the special circumstances

4. Progression

(a) Where students are not initially enrolled for a full Master's award, they may normally only progress to the next stage of a course when they have acquired the required minimum number of credits specified in the tabulated summary at appendix A, including passing all modules designated as core to ensure that the stated course learning outcomes have been met. If a department requires that students must also obtain a specified average mark across some or all modules before progressing from a postgraduate certificate to a postgraduate diploma, or from a postgraduate diploma to the Master's, this must be clearly specified in information provided to students.

(b) Course proposals and documentation provided to students must, therefore, explicitly identify the core modules on any course for which credit must be achieved in order to progress.

(c) Where any additional modules are required to be passed (in addition to the total minimum credit volume to be passed as specified in appendix A) to meet the learning outcomes for an award or for progression to the next stage of a course, this must be indicated clearly in the course approval and specification and be made clear in documentation supplied to students.

5. Awards and classification

(a)(i) For students who first registered prior to the academic year 2017-18

Students are eligible for the awards shown in appendix A if they obtain the minimum number of credits at the appropriate level(s) and all core modules are passed. Where departments require students to attain 180 credits at level 7 for the award of Master this must be clearly specified in information supplied to students.

(a)(ii) For students who first registered in or after the academic year 2017-18

Students are eligible for the awards shown in appendix A if they obtain the minimum number of credits at the appropriate level(s) and all core modules are passed. Where departments require students to attain a higher

volume of credit at level 7 for the award of Master this must be clearly specified in information supplied to students.

(b) Where departments require students to attain 120 credits at level 7 for the award of Postgraduate Diploma this must be clearly specified in information supplied to students.

(c)(i) For students who first registered prior to the academic year 2020/21

Subject to the provisions of (d) below the following approach to degree classification applies to all current students enrolled on postgraduate taught courses in 2019/20:

- In order to be awarded a classification with Merit, a student must attain an average (weighted according to the credit rating of the modules) of between 60.0 and 69.9 inclusive, based on the best 120 credits (for Masters degrees) and the best (90) credits for Postgraduate Diplomas.
- In order to be awarded a classification with Distinction, a student must attain an average (weighted according to the credit rating of the modules) of 70 and above, based on the best 120 credits (for Masters degrees).
- The award of Postgraduate Certificate or Postgraduate Award should be with merit if a student attains an Award Average (weighted according to the credit rating of the modules comprised within the award) of between 60.0 and 69.9 inclusive and with distinction if a student attains an Award Average of 70.0 or above.
- Where departments specify that a student must attain a mark on a particular module or modules of 60.0 or above for an award with merit or 70.0 or above for an award with distinction this must be specified in information provided to students.

(c)(ii) For students who first registered in the academic year 2020/21

Subject to the provisions of (d) below the award of Master, Postgraduate Diploma, Postgraduate Certificate or Postgraduate Award should be with merit if a student attains an Award Average (weighted according to the credit rating of the modules comprised within the award) of between 60.0 and 69.9 inclusive and with distinction if a student attains an Award Average of 70.0 or above. Where departments specify that a student must attain a mark on a particular module or modules of 60.0 or above for an award with merit or 70.0 or above for an award with distinction this must be specified in information provided to students.

(d) Irrespective of the award average attained by a student and subject to the provisions of (e) below no student may receive an award with merit or distinction if the student has not received the minimum pass mark for any module.

(e) Where there is evidence of serious medical or personal problems disclosed to and discussed by the relevant departmental Special Cases Committee that committee may make recommendations to the relevant Examination Board as to the extent to which these special circumstances should be taken into account. Any discretionary consideration should be clearly minuted by Examination Boards.

Appendix A: Tabulated Summary of Credit Requirements for Awards

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed: including all core modules as a minimum of 50%	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Master (PGT)	180	150*	7	150
PG Dip	120	90**	7	90
PG Cert	60	60	7	60

* For students first registered in the academic year 2020/21: the award of Master may be made where a student has obtained 150 credits providing the student has obtained a mark of at least 40 in the failed module(s).

** For students first registered in the academic year 2020/21: the award of Postgraduate Diploma may be made where a student has obtained 90 credits providing the student has obtained a mark of at least 40 in the failed module(s).

7.4c Borderline Policy

Borderline Cases

(a) The following borderline category will apply to all current students in 2020/21, both new and continuing, and in future years:

- For a postgraduate taught student, where the weighted average for classification is within 2 percentage points of the borderline for the Distinction or Merit category, students should be promoted if at least 50% of the weighted credits counting towards the classification are above the class boundary and this should include the compulsory dissertation/project where applicable. (This rule will apply to Masters courses, Postgraduate Diplomas and Postgraduate Certificates).

(b) Postgraduate taught students that were registered in the academic year 2019/20 and are being considered for their final award in 2020/21 can be considered under the interim arrangements in place for 19/20 (see Covid Impact Mitigation Policy) if this leads to the best possible award outcome for the student. In order to determine this, departments should undertake two separate calculations to determine a student's classification based on the two sets of arrangements for 2019/20 and 2020/21.

Page created: 28/06/21

Next review due: 20/09/21

7.5 Record of Marks / Transcripts

You can download a record of your marks at anytime once your first set of marks have been confirmed by the Board of Examiners. To do this:

- Click on your profile picture
- Select the 'Academic Record' tab

You will be able to see all your current marks and see the option on the right-hand side to download your record of marks.

7.6 Before you go...

So you made it! You've finally completed all the elements of your course - Congratulations!

Once the Board of Examiners has met and made its recommendations, these are sent to the University and then you will receive the official confirmation of your result. Approximately 8 weeks after the Board meeting, your access will be changed from "student" to "alumni" and you will see a different home screen in my.wbs.

Before you join our alumni community, please ensure that you:

- provide us with your up to date contact details
- download your Results Summary (it may come in useful)
- download any materials or e-books from your modules that you want to look back on. Once you become an alumnus, you will not be able to access these
- Have paid off any outstanding debts - if you have study-related debt, you may not be permitted to graduate.

We look forward to seeing you at Graduation!

Page created: 26/10/20

Next review due: 01/09/21

8.1 Your Feedback Matters!

We take your feedback seriously. The University operates a policy of continuous improvement. This means that we are constantly looking for ways to improve the learning experience we provide for our students. We can only do this effectively if we have open channels of communication with you, not only to identify problems so that we can take steps to eliminate them, but also to learn about the things you find assist your learning so that we can disseminate best practice in teaching and learning across the School.

In addition to providing feedback on an ad hoc basis via your Programme Team, there are different methods of providing feedback on your learning experience as summarised in this section.

8.2 Ways to Give Feedback

Student-Staff Liaison Committee (SSLC)

Each course has a Student-Staff Liaison Committee (SSLC), comprised of student and staff representatives. The SSLC deals with academic matters such as curriculum/teaching issues and assessment matters, as well as other areas of interest such as library resources, computer facilities and careers support. SSLCs normally meet three or four times each year, although additional meetings can be convened if needed.

Each student cohort is required to nominate and elect student representatives early in the course. Student representatives can access training from the Students' Union to help them perform their role as SSLC representatives effectively.

If you are having difficulties with a particular module, you are advised to discuss the issues with the module leader in the first instance. If difficulties continue, please discuss them with the Programme Team or with one of your SSLC student representatives who can raise them at the next SSLC meeting if appropriate.

The Students' Union provides [guidance on SSLCs \(https://www.warwicksu.com/sslc/\)](https://www.warwicksu.com/sslc/).

Module feedback

We will ask you to provide feedback on individual modules via separate surveys for each module. This gives you the opportunity to express your views on various aspects of each module. However, feedback is only useful if it is provided in a considered and thoughtful way.

Feedback on your Feedback

Once you have received your individual assignment feedback, you will be offered the opportunity to tell us how useful you found that feedback.

University-wide surveys

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the National Student Survey (NSS), the Postgraduate Taught Experience Survey (PTES) and the International Student Barometer (ISB). All students are encouraged to complete the survey relevant to their course of study to ensure that the results accurately reflect the views of the majority of students.

8.3 What Happens to my Feedback?

We take your feedback seriously. The information you provide helps us to develop and refine courses and assess our infrastructure and support services. You may be interested to know what happens to your feedback once you have submitted it:

1. A statistical summary of the scores and an anonymised version of the comments are made available to:
 - The Module Leader
 - Teaching staff who contributed to the module
 - The Assistant Dean
 - The Programmes Quality Manager
 - The Programmes Improvement Manager
 - The Module Leader's Head of Group.
2. Summaries of quantitative and contributor ratings across all MBA variants are circulated on a regular basis to the Senior Management team, the Associate Dean (Teaching Quality).
3. Where a module has a mean score below our minimum threshold, the Module Leader will be required to respond and formulate an action plan for revising and improving the module. This will be reviewed by the Assistant and Associate Deans and the Head of Group.

8.4 Good Practice Guide to Giving Feedback

Be specific and be constructive: for example, a single comment 'I didn't like this assessment' is not very helpful, since it gives no guidance as to what was wrong with it. In the same way, just saying that you did not like a module does not give the lecturer any indication as to what steps s/he should take to improve the module. Was the pace too slow? Too fast? Did you find it hard to see the relevance of the material? Or is the fact that you didn't enjoy the module perhaps nothing to do with the teaching, but simply that the module you chose did not resonate with your personal learning goals? Make good use of opportunities for open-ended comments to explain these points.

Mention the positive as well as the negative: when you provide feedback, as well as highlighting areas where we can improve please also try to mention any features which you particularly enjoyed or found helpful.

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

Try to separate personality from content: during your time at Warwick, you may be taught by many different members of staff. It would be surprising if you liked all of them equally as people, or if there weren't some who had habits and mannerisms which irritate you! Try to keep your reaction to lecturers' personalities separate from your reaction to their teaching. It's possible for you to regard someone as a total pain but still get a lot out of their teaching!

Be considerate: lecturers are people with feelings too. Sometimes you may need to be critical of aspects of a module, but you should always try to offer criticism in a sensitive way. Comments such as 'X is the worst lecturer I've ever had' are neither useful nor constructive.

Be conscientious: PLEASE complete feedback forms, even if you don't have very much to say. If we only get a low response rate, then we may well get a biased idea of students' views, and that idea may not coincide with yours. So don't lose your opportunity to be heard.

8.5 Student-Staff Liaison Committee (SSLC)

Each course has a Student-Staff Liaison Committee (SSLC), comprising of student and staff representatives. The SSLC deals with academic matters such as curriculum/teaching issues and assessment matters, as well as other areas of interest such as library resources, computer facilities and careers support. SSLCs normally meet three or four times each year, and this can be virtually or face-to-face, although additional meetings can be convened if needed.

Each student cohort is required to nominate and elect student representatives early in the course. Student representatives can access training from the Students' Union to help them perform their role as SSLC representatives effectively.

Your Cohort Reps act as the bridge between students and staff, conveying any concerns you may have and working on your behalf. SSLCs also provide 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.

If you are having difficulties with a particular module, you are advised to discuss the issues with the module leader in the first instance. If difficulties continue, please discuss them with the Programme Team or with one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate.

The Students' Union provides [guidance on SSLCs \(https://www.warwicksu.com/sslc/\)](https://www.warwicksu.com/sslc/).

8.6 PTES

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the National Student Survey (NSS), the Postgraduate Taught Experience Survey (PTES) and the International Student Barometer (ISB). All students are encouraged to complete the survey relevant to their course of study to ensure that the results accurately reflect the views of the majority of students.

PTES normally runs from March to June each year. You will be contacted with details of how to access the survey.

8.7 Making a Complaint

We are committed to providing a high quality service to all our students throughout their University experience. As part of this we actively encourage feedback on all aspects of the student experience. We understand though that there may be occasions where our level of service has been significantly short of what is expected and you may wish to submit a complaint.

We advise that you first raise your concerns with the Module Leader (if relevant) or your Programme Team and then escalate to the relevant Course Director, Assistant Dean, the SSLC or the Students' Union Education Officer as required. If, having explored the informal channels, you remain dissatisfied with the outcome of consideration of your complaint you should follow the University's **Student Complaints Resolution Procedure**.

Please note: formal complaints should be received within three months of the occurrence about which the complaint has been made.

Full details about the complaints procedure are [provided here](https://warwick.ac.uk/services/feedbackcomplaints/students).
(<https://warwick.ac.uk/services/feedbackcomplaints/students>)

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8.8 Academic Appeals

Appeals Procedure

An appeal is a special type of complaint that can only be made in certain circumstances.

If it is decided that your performance merits the award of a lower qualification than the one for which you were registered or does not merit the award of a qualification at all, you have a right of appeal. Regulation 42 sets out the procedure to be followed for taught postgraduate courses and for research postgraduate courses. Regulation 42 sets out the process for considering appeals and is available [here](https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals) (<https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals>).

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

You can download the appeals form (in Word format) [here](https://www2.warwick.ac.uk/services/academicoffice/examinations/students/appeals/regulation_42_academic_app) (https://www2.warwick.ac.uk/services/academicoffice/examinations/students/appeals/regulation_42_academic_app).

Further information on submitting a postgraduate appeal may be found on the [Postgraduate Examinations](https://www2.warwick.ac.uk/services/academicoffice/examinations/students/postgraduate) (<https://www2.warwick.ac.uk/services/academicoffice/examinations/students/postgraduate>) page. **Please consult the Programme Team for any further advice required.**

8.9 Tell Us NOW!

We really hope that your time at WBS is rewarding and enjoyable, but we are always happy to hear from you if you have suggestions as to how the experience might be improved for you or for future students.

Of course, we would also be happy to hear from you if you have enjoyed your experience!

Although this section has provided information on formal and informal ways to provide feedback about your course, you do not need to wait if you have something you'd like to tell us about.

[Tell us now! \(mailto:louise.bullock@wbs.ac.uk\)](mailto:louise.bullock@wbs.ac.uk)



9.1 P&D information and Introduction

This information is not applicable to participants on our MSc in Management.

There are additional arrangements for the dissertation stage on some courses in the Masters portfolio - your own Programme Team will provide further information regarding these where necessary.

Introduction

As part of the course you are required to write a dissertation. This should consist of applying the academic skills, concepts and ideas you have acquired during your course, to the exploration or clarification of a problem or issue. The dissertation gives you the opportunity to explore a topic in greater depth than you are able to do in modules and essays and allows you to develop your knowledge in an area of your choice. Many students say they find the dissertation the most enjoyable and rewarding part of their course.

These guidance notes aim to provide factual information about the project, its management by you, the supervision process and the marking criteria.

What is a dissertation?

First, to clarify some terminology: the terms project and dissertation are sometimes used interchangeably, but it helps if you think of the *project* as the empirical work you undertake (e.g., action research, policy analysis, gathering data, reviewing literature, conducting interviews, doing a survey etc.) to address a research question and the *dissertation* as the academic report you produce at the end of the project that details the concepts you have applied, the methods you have utilised, your findings and interpretations. Because this is a piece of academic work a dissertation must include evidence of your awareness of key academic literature relating to the area or topic of study and how it relates to the issue you are addressing.

The dissertation may serve one or more purposes:

- Critically reviewing existing knowledge in order to present a synthesis or new understanding of an existing knowledge.
- Analysing a situation, problem or issue relevant to a workplace or organisation.
- Developing and evaluating an innovative approach to a specific policy or management question or problem.

Bear in mind that everyone finds the project takes longer than they expected, particularly at the writing up stage. Deciding 'how much' empirical research or writing has to go into a postgraduate degree can be difficult to quantify. A Postgraduate degree by study and dissertation should have a dissertation with the following characteristics:

- An ordered, critical and reasoned exposition of knowledge gained through the student's efforts.
- Evidence of awareness of the literature, its strengths and weaknesses and any gaps needing to be filled.

The University of Warwick regulations indicate that:

A dissertation submitted in part fulfilment of the requirements for the award of a Masters shall constitute an ordered, critical and reasoned exposition of knowledge in an approved field and shall afford evidence of knowledge of the relevant literature, and be submitted in accordance with the appropriate programme regulations.

9.3 Aims and resources for the P&D

Aims of undertaking a project and dissertation

The aims of the dissertation are as follows:

1. To enable you to undertake an in-depth academic and practical analysis and interpretation of an area of your choice.
2. To demonstrate that you are able to apply academic and practical skills and concepts learned on the course in a systematic manner.
3. To demonstrate that you can analyse and interpret academic and practical information in new contexts.
4. To develop your research skills and critical understanding.

Resources for undertaking your dissertation

A wide-ranging multi-media on-line workbook is made available for the dissertation stage of your course. These resources take you through the process of completing your dissertation step by step, and are complemented with study group seminars and individual contact with faculty.

The workbook will become available towards the end of Term 2.

Timetable for the dissertation

Having a sense of the overall plan and timetable for the dissertation will help you manage your time and get the dissertation submitted within the timetable.

You will be issued with specific instructions for the choosing and allocating of topics relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- During Term 2 WBS Faculty submit topic areas suitable for the various course. Topic areas are circulated to students towards the end of Term 2.
- At the start of Term 3 students need to select (in order of preference) the topic areas they would be interested in completing their dissertation in (from which you will be matched to one).
- As far as possible all students are allocated to their first choice topic. Project allocation and supervisor are confirmed by early in Term 3.
- The online dissertation workbook will be available from the end of Term 2.
- You will be required to develop a dissertation proposal.

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project work so that you can take advantage of the seminars/group meetings and so that you do not fall behind with the work.

It is also important to consider the time it will take for your supervisor to read your draft dissertation and give you feedback. To get the most out of your supervisor's comments you should negotiate when you will be sending the draft to them and when you can expect their feedback.

The role of your P&D supervisor

Your supervisor will be a member of academic staff or an Associate Fellow of School. You may, or may not have been taught by this person during your course.

The first contact you will have with your supervisor about your dissertation will likely be in a group meeting. The benefit of working with other students working in the same topic area is that at the start of the process generic questions are often raised. You will benefit from understanding and discussing the approach and the challenges faced by your fellow students. As your project takes shape - and once you have developed your individual project proposal - you will receive more individual guidance from your supervisor.

It is up to you to contact your supervisor to negotiate a schedule of contacts, either in face-to-face meetings or by telephone or email **as the project develops**.

The following sets out the minimum input expected from the supervisor:

- Run seminar groups/group meetings.
- Review and comment on project proposal.
- Provide occasional guidance during project (by phone, email or face to face as organised by you).
- Review and comment on a first draft of the dissertation (if submitted in good time).
- Respond to all email and telephone contact from the participant.

The following sets out the minimum input expected from the participant:

- Use the on-line support materials and take an active part in the seminars/group meetings.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a date for a progress review meeting with the supervisor.
- Set up and agree a date for the delivery of the first draft of the dissertation.
- Set up and agree a date or a phone appointment for receiving feedback on the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

Like any other organisation, Warwick Business School must conduct its activities within strict financial and temporal constraints. As such, each student can expect approximately three meetings with their supervisor.

To ensure that you receive the most effective supervision we recommend that you approach your supervisor with specific rather than general queries. This is particularly important when they are reading your first draft. When you submit your first draft for your supervisor to comment on identify particular issues or areas about which you have concerns; this will guide the supervisor's reading and feedback.

If there are any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly. In the event that this is not possible, then please contact your Programmes Team for help.

Research Ethics and Information Security

Who does this apply to?

This applies to all students undertaking research.

The University has a Research Code of Practice which applies to all those undertaking research on the University's premises, using its facilities, or on behalf of the University, including staff, students, visiting or emeritus staff, associates, honorary or clinical contract holders, contractors and consultants. You are required to read and familiarise yourself with the Code of Practice before undertaking any research at the University. Please see:

[Research Code of Practice \(warwick.ac.uk\)](https://warwick.ac.uk/services/ris/research_integrity/code_of_practice_and_policies/research_code_of_practice)

https://warwick.ac.uk/services/ris/research_integrity/code_of_practice_and_policies/research_code_of_practice

The University also provides guidelines on information security which all students undertaking research should read, familiarise themselves with and adhere to. Please see:

<http://www2.warwick.ac.uk/services/gov/informationsecurity>

<http://www2.warwick.ac.uk/services/gov/informationsecurity>

All issues of research ethics and data protection should be discussed with your supervisor. Further advice and support is provided by the University's Research and Impact Services. Please see the following link for information and documents on this topic:

http://www2.warwick.ac.uk/services/rss/researchgovernance_ethics/

http://www2.warwick.ac.uk/services/rss/researchgovernance_ethics/

Actions:

Students will be expected to complete a Research Ethics Questionnaire as part of their dissertation.

1. Please complete the WBS Student Research Checklist (attached below) with as much detail as you can.
2. The Checklist, participant information sheet and participant consent form should be should be completed in consultation with your supervisor.
3. The completed forms should then be submitted as one document via the assessment tab in your Dissertation module. The ethics documentation will then be reviewed by the Nominated Ethics representative who may ask for further information and may refer high risk cases for full ethics approval by the University's Humanities and Social Sciences Research Ethics Committee.
4. If at any time the research project changes and the original research ethics information is out of date or incomplete, you will be required to submit updated ethics documentation.
5. Details of submission dates for documentation and what is required will be provided via my.wbs. for your course.

9.6 Research Ethics and Social Media

Research Ethics and Social Media - Principles for Good Research Practices

Social media research:

Social media platforms are increasingly being used for research purposes, either as a tool to recruit participants, a data collection tool, for communication into focus groups, chat rooms, and/or interviews and/or as a source of secondary data for analysis i.e. existing user-generated content, which is often rich information on attitudes and behaviours.

Social media platforms include the obvious like Facebook and Twitter, but also online discussion forums (e.g. Reddit) and (v)blogs (e.g. YouTube).

Ethical considerations include:

Informed consent is a critical element of conducting ethical research and should be clear that participation is voluntary and that they can withdraw from the research process at any point (or by a defined point). In many cases user-generated social media content is accessed and analysed without informed consent having been obtained.

If using social media to recruit participants and/or as a data collection tool, you should add an informed consent element to your post/communication i.e. *'if you respond to this comment/thread then you are consenting for your post/comments/data to be used for research purposes. Your involvement is voluntary and you are able to withdraw at any point by sending me a direct message.'*

If you are accessing and/or analysing existing user-generated content, you will need to check that the data use is in line with the terms and conditions which users agree to when signing-up to a social media platform and attention should be paid to protecting the identity of users (see below).

Anonymity is another critical element of conducting ethical research and anonymising social media data is more complex than more traditional forms of research data. Protecting the identity of participants (who might be unaware that their data is being used for research) becomes more crucial when sensitive subject matters are covered by the research and/or where the results of the research might be published (online or in a journal article).

The use of social media as a data collection tool (and for other research purposes) often blurs the boundaries between researcher (you) and participant (social media user). This might be addressed through your research methodology and how you report findings. As your own social media content might also become searchable by participants (and other social media users) you might need to pay attention to protecting your own online identity and privacy.

Enabling participation should be considered within your methodology and approach. This is because certain groups are more likely to use social media than others and your research might be thereby excluding certain groups of participants.

What you should consider and action:

- If you (student) can obtain informed consent you should do so, or at least give users the option to opt out of their post/communication/data being used for research purposes (i.e. you are not conducting a retrospective analysis of content already generated by users).
- You should protect the anonymity of participants by stating this upfront when collecting social media data. If

you are conducting analysis of existing user-generated content, then you should protect the anonymity of participants through *responsible* reporting of your findings (e.g. do not use screenshots of Twitter posts, or include names/handles etc).

- You should consider whether any groups are being inappropriately excluded and enable participation where possible (e.g. by collecting data through several different social media platforms).
- Is the data being collected on a sensitive topic, where there is potential to cause harm or distress to social media users should their data be exposed to new audiences? Sensitive data might include posts/communications about criminal activity, financial wellbeing, mental health, controversial political opinions and activism (as some examples). If this is the case, then your research is likely to require a full ethical by the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).
- Is the data being collected to inform a piece of work that is likely to be published online or in a journal article? If this is the case, then your research will require a full ethical review by the University's Humanities and Social Sciences Research Ethics Committee (HSSREC). Your research study will require HSSREC approval **before** you start the project and data collection process.

Additional sources of information:

Gov.UK (2016) Using social media for social research: an introduction

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/524750/GSR_Sc_Using_social_media_for_social_research.pdf

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/524750/GSR_Sc_Using_social_media_for_social_research.pdf)

Lee, R.M. (1993). *Doing research on sensitive topics*. London: Sage.
Available at Main UoW Library (classmark: H62.L418).

Towsend, L. and Wallace, C. (2017) *Social media research: a guide to ethics*. The University of Aberdeen.

https://www.gla.ac.uk/media/Media_487729_smxx.pdf (https://www.gla.ac.uk/media/Media_487729_smxx.pdf)

UoW (2021). *Ethical approval for research using social media data*.

https://warwick.ac.uk/services/ris/research_integrity/researchethicscommittees/ethicalapproval/social-media/
(https://warwick.ac.uk/services/ris/research_integrity/researchethicscommittees/ethicalapproval/social-media/)

UoW (2021). *Humanities & Social Sciences Research Ethics Committee (HSSREC)*.

https://warwick.ac.uk/services/ris/research_integrity/researchethicscommittees/hssrec/
(https://warwick.ac.uk/services/ris/research_integrity/researchethicscommittees/hssrec/)

Williams, M., Burnap, P. and Sloan, L. (2017) *Ethics in social media research: where are we now?* NCRM news:
<https://www.ncrm.ac.uk/news/show.php?article=5522> (<https://www.ncrm.ac.uk/news/show.php?article=5522>)

The argument of your dissertation

The dissertation must be clearly organised around a recognisable 'thesis' or argument. The title of your dissertation should signal your argument and the academic literature you engage with should also relate to the key concepts relevant to the topic you are researching. As a postgraduate student you must do more than simply present a body of factual information; a dissertation requires more than description of a phenomenon it also requires the application of theoretical concepts to explain and interpret the object of study. Through your argument you present a way of understanding your subject, which should be linked to the issues and debates in the literature, both for and against your position. The literature that you have been exposed to on different modules is a good starting point but you will inevitably have to read beyond these texts. The qualities expected of graduate students are most easily seen in the criteria used by examiners to assess your work.

Presentation and submission of the dissertation

Formatting

- Typed in, for example, Times New Roman 12pt, or Arial/Calibri 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.5cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).
- If you are required to print your dissertation, print it double-sided. The in-house print service at the University - Warwick Print - offer a dissertation binding service. By providing your dissertation as a PDF document they will print, bind and deliver direct to your Programmes Team. Rates start at approximately £15. Further information can be found at www.warwickprint.co.uk (<http://www.warwickprint.co.uk/>).

Contents

1. In the middle of the title page, give the project title and your student ID number. At the bottom of the page, write:



"I declare that this work is entirely my own in accordance with the University's [Regulation 11](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating) (<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating>) and the WBS guidelines on plagiarism and collusion. All external references and sources are clearly acknowledged and identified within the contents.

No substantial part(s) of the work submitted here has also been submitted by me in other assessments for accredited courses of study, and I acknowledge that if this has been done it may result in me being reported for self-plagiarism and an appropriate reduction in marks may be made when marking this piece of work."

1. There must be a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached.
2. All citations should be punctuated and referenced correctly.
3. References should be quoted in Harvard style in the body of the work and in the bibliography and not at the foot of individual pages.
4. A bibliography should be included at the end of the dissertation.

Criteria for marking the dissertation

The criteria for the marking of the dissertation are given below. Please study these criteria carefully. They will help you understand what the marker is looking for in a good dissertation.

Note that the marking scheme is not a basis for calculating a final mark. Different weightings may be applied to different categories and the final mark is based on a holistic overview of the essay.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is 50%.

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Next review due: 30/07/22

9.9 Surveying Software

WBS recommends the use of Qualtrics for any online surveying as part of your dissertation research.

Details of how to sign up and more information can be found here:

Qualtrics - advanced surveying software

Information about Qualtrics, an advanced surveying solution licensed for WBS.

(https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/non_microsoft_apps/qualtrics/)

warwick.ac.uk



10.1a Student Wellbeing

Wellbeing

'Well-being' is defined as a positive state of body and mind. It is the subjective state of being healthy, happy, contented, comfortable and satisfied with one's quality of life. It includes physical, material, social, emotional ('happiness'), and development and activity dimensions (Waddell & Burton, 2006).

When we talk about Wellbeing, we are talking about both **feeling good and functioning well in all aspects of our lives**. This includes academic wellbeing, social wellbeing, occupational wellbeing, emotional wellbeing, physical wellbeing, mental wellbeing and also applies to being able to function well and feel good in all of our personal and family relationships.

This [short video](#)

(https://warwick.ac.uk/services/wss/students/support/pgt_managing_stress_presentation_with_intro_video_complete) gives an introduction to Wellbeing Support Services and some hints and tips.

Wellbeing Support Services (<https://warwick.ac.uk/services/wss>) ***offer appointments by telephone, Microsoft Teams or email.***

- Brief consultation sessions are a great chance to have an initial same day discussion with a Wellbeing Adviser about what it is you are looking for support with, and what the best next steps may be. These are available Monday to Friday from 10am to 3pm and are taking place via Microsoft Teams. Students can submit an enquiry via the [Wellbeing Portal \(https://wellbeing.warwick.ac.uk/\)](https://wellbeing.warwick.ac.uk/) and join a virtual queue to speak to the next available adviser.
- 1:1 Wellbeing Appointments are available to give you practical strategies to help you manage any wellbeing issues pro-actively, as well as giving practical advice on a huge number of issues which can impact wellbeing, such as accommodation, personal family issues, sexual violence, relationships, health, crime and more.
- There are a large range of Wellbeing [Self - Help Resources](#) (<https://warwick.ac.uk/services/wss/topics/assertivecommunication%20>), links, advice and information on a variety of areas which the Team often support students with.
- The [Disability Team \(https://warwick.ac.uk/services/wss/students/disability/\)](https://warwick.ac.uk/services/wss/students/disability/) continues to give support with disabilities such as dyslexia, mental health and autism spectrum (including reasonable adjustments, specialist mentoring/ student skills, screening for Specific Learning Difficulties, and general advice and support on disability).
- The [Counselling and Psychology Interventions Team \(https://warwick.ac.uk/services/wss/students/counselling/\)](https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video and email therapy, as well as on-line groups.
- The Big White Wall has changed its name to [Togetherall \(https://togetherall.com/en-gb/\)](https://togetherall.com/en-gb/) and continues to offer 24/7 mental health support for all students, as well as offering a wide range of fantastic online resources and support courses. Register for free with your Warwick email address.

Specialist Skills Sessions and Masterclasses

Wellbeing Support offer [Masterclasses \(https://warwick.ac.uk/services/wss/students/%20\)](https://warwick.ac.uk/services/wss/students/%20) (30mins of practical wellbeing tips) including bespoke **Wellbeing Masterclasses for PGT Students**, a **Managing Change Masterclass** and a general **Feeling Good and Functioning Well Masterclass**.

All of the Wellbeing Masterclasses are also available on-demand online, and accessible 24/7.

There are a range of [Specialist Skills Sessions \(https://warwick.ac.uk/services/wss/students/workshops/\)](https://warwick.ac.uk/services/wss/students/workshops/) also on offer. Students are not expected or required to share any information they are not comfortable with sharing in the group during these sessions. Students can share as much or as little as they like.

Please see the link above for more information on each session and the details of when they are running.

Page last updated: 14/01/21

Next review due: 01/09/21

10.1b Personal Tutor System

The role of the Personal Tutor is to help guide you through the year; you are expected to see them regularly over the course of the year. They are here to provide academic advice to personal tutees on their academic and personal development including feedback on their academic progress; to give students help and advice about pastoral/non-academic matters and signpost students to Student Support Services for further professional assistance; and to assist students with induction into university life. Personal tutors are - along with your Programmes Team - the first point of contact for help with concerns about academic progress; study problems; enquiries about course changes; general concerns about university life; and financial issues.

It is important that you keep your Personal Tutor informed of anything which may adversely affect your performance on the course (e.g. problems with your own health; problems with your family; severe accommodation or financial difficulties) and ensure that s/he knows of any difficulties you may have in complying with assignment deadlines.

Although discussions regarding your overall academic progress are appropriate, your Personal Tutor is not expected to provide tuition or act as your dissertation supervisor. Although they will endeavour to provide you with what help they can with both academic and personal problems, they are academics not professional counsellors and there may be times when it is more appropriate to use the University's professional services.

Further information can be found at: [link \(https://warwick.ac.uk/services/dean-of-students-office/personaltutors\)](https://warwick.ac.uk/services/dean-of-students-office/personaltutors)

10.1c Dean of Students

Who are the Faculty Senior Tutors and what is their role?

The Faculty Senior Tutors are:

Dr Dave Britnell - (Faculty of Social Science)

Dr Helen Toner - (Faculty of Science)

Dr Fiona Anderson-Gough - (Faculty of Arts)

The Faculty of Medicine is supported by the Dean of Students.

Faculty Senior Tutors provide confidential advice and support to students who are experiencing difficulties with their studies. They work with the Dean of Students and Departmental Senior Tutors to ensure provision of robust and effective academic pastoral support for students; promote best practice in personal tutoring and engage with its operational review and development at the faculty level ensuring common expectations and raising standards

Who is the Dean of Students?

Professor Louise Gracia is the Dean of Students at the University of Warwick.

What is her role?

The Dean of Students, is an active member of an academic department, and promotes the academic and personal welfare of students, individually and collectively. Working closely with colleagues across the university, her role is to provide institutional strategic leadership for the provision of academic pastoral support for students, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students. She is supported in her role by the three Faculty Senior Tutors: Dave Britnell, Helen Toner and Fiona Anderson-Gough.

Contact details for the Dean of Students' Office

In the first instance, please contact the appropriate Faculty Senior Tutor as follows:

Dave Britnell - (Faculty of Social Science) - Email: Facultyseniortutorsocialscience@warwick.ac.uk
(mailto:Facultyseniortutorsocialscience@warwick.ac.uk); Tel: 024 7657 2575

Helen Toner - (Faculty of Science) - Email: Facultyseniortutorscience@warwick.ac.uk
(mailto:Facultyseniortutorscience@warwick.ac.uk); Tel: 024 7652 3326

Fiona Anderson-Gough - (Faculty of Arts) - Email: Facultyseniortutorarts@warwick.ac.uk
(mailto:Facultyseniortutorarts@warwick.ac.uk); Tel: 024 7652 4664

The Dean of Students can be contacted on:

Email: SeniorTutor@warwick.ac.uk (mailto:SeniorTutor@warwick.ac.uk); Tel: 024 7652 3555

For general enquiries the Dean of Students' Office can be contacted on:

Email: Patricia.Burke@warwick.ac.uk (mailto:Patricia.Burke@warwick.ac.uk); Tel: 024 7652 2761

10.1d Warwick Graduate School

Warwick Graduate School

The Graduate School is here for you. We were one of the first Graduate Schools to be established in the UK, and have two key functions. Firstly, we ensure that regulations and standards around Warwick postgraduate degrees are maintained. For instance, we monitor student progress on PhD theses, and it scrutinises all new postgraduate programmes before they are approved by the Board of Graduate Studies.

Our second function lies in the facilitation and co-ordination of central services serving the needs of postgraduate students, to ensure that students are supported not only in departments, but across the entire university. Over the past few years, we've worked to develop a [Professional Development Framework for PhD students](http://www2.warwick.ac.uk/services/academicoffice/gsp/professionaldevelopment/pgrdevelopment) (<http://www2.warwick.ac.uk/services/academicoffice/gsp/professionaldevelopment/pgrdevelopment>), works closely with departments such as the Library and the Students' Union to enhance community, and improves space provision for postgraduate students.

Finally, we work to ensure that the University meets your needs. We listen to and act upon the feedback that comes from you through Staff-Student Liaison Committees, through surveys such as the [Postgraduate Taught and Postgraduate Research Experience Surveys](http://www2.warwick.ac.uk/services/academicoffice/gsp/community/surveys/) (<http://www2.warwick.ac.uk/services/academicoffice/gsp/community/surveys/>), and most importantly through meeting you face-to-face whether it's through our Postgraduate Lunch series, one off celebrations such as our Postgraduate Summer Fete, or through regular events such as [Research Refresh](http://www2.warwick.ac.uk/services/library/pghub/social/research_refresh/) (http://www2.warwick.ac.uk/services/library/pghub/social/research_refresh/) and [PG Tips](https://www2.warwick.ac.uk/services/library/pghub/social/pgtips/) (<https://www2.warwick.ac.uk/services/library/pghub/social/pgtips/>).

10.1e Student's Union

Students' Union

The Warwick Students' Union is one of the largest and most dynamic in the country and is a focal point for many students during their time here. Warwick has a diverse population and being student-led, the Union is equipped to meet the full range of student needs. Whether it is in academic representation, skills development or the nightly entertainment programme, the Union will have something for you. All students become members of the Students' Union and can join any student society or indeed set up their own if they can find 30 people with similar ideas. Full details of Union activities and services may be found in Students' Union guides at:

About Warwick SU - Warwick SU

Warwick Students' Union - creating a better experience for students at Warwick.

(<https://www.warwicksu.com/about/>)



www.warwicksu.com

Students' Union Advice Centre

The Students' Union Advice Centre is an independent Warwick Students' Union-run service for all students. It offers free, confidential, non-judgemental advice and support on a whole range of issues.

Students can contact the Advice Centre if they have academic problems and difficulties with, for example, exams, change of course, academic appeals and complaints; have a housing problem with their accommodation on or off campus; have immigration problems such as entry clearance, family members and working in the UK; have money or legal difficulties, or are simply not sure who to talk to or where to get help.

The Advice Centre is on the second floor of SU HQ next to the lift. It will see students usually by appointment or can be reached by telephone on 024 765 72824 or email advice@warwicksu.com (<mailto:advice@warwicksu.com>).

Further information:

Student Advice Centre - Warwick SU

Warwick Students' Union - creating a better experience for students at Warwick.

(<https://www.warwicksu.com/advice/>)



www.warwicksu.com

10.1f Counselling Service

The University Counselling Service provides an opportunity for all students at any level and at any time of study at the University to access professional therapeutic counselling so that they may 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.

You may wish to visit the Counselling Service if you are: suffering from depression; experiencing stress/anxiety; having problems with self/identity; having problems with relationships; having issues from the past or present that may hinder your capacity to function - abuse, self harm, eating disorders, loss.

If you wish to seek the help of a professional counsellor, please consult the Counselling Service located in Westwood House. You may contact them directly by telephone on 024 765 23761 or by emailing counselling@warwick.ac.uk (<mailto:counselling@warwick.ac.uk>).

Further information can be found at: <http://www2.warwick.ac.uk/services/tutors/counselling>
(<http://www2.warwick.ac.uk/services/tutors/counselling>)

10.1g Mental Health Team

The University Mental Health Team provides advice, information and support to facilitate academic work and participation in University life. Their main aims are to:

- promote mental health and wellbeing throughout the University.
- identify support needs.
- discuss strategies for managing mental health difficulties.
- provide short-term or ongoing support, which may include mental health mentoring for students in receipt of Disabled Students Allowances.
- provide information and if needed, access to other services within the University and local mental health services.

Students should contact the Mental Health Team if they:

- are struggling to manage a mental health difficulty.
- or other people, have become concerned about their mental health recently.
- would like to discuss strategies which may help them to cope with university life.

The University Mental Health Team is located on the ground floor of Senate House and can be contacted by telephone on 024 761 50226/51629 or email mentalhealth@warwick.ac.uk (<mailto:mentalhealth@warwick.ac.uk>).

Further information: <http://warwick.ac.uk/mentalhealth> (<http://warwick.ac.uk/mentalhealth>)

10.1h Equality and Diversity

Equality and diversity statement

The University of Warwick, recognising the value of sustaining and advancing a safe and welcoming learning environment, strives to treat both employees and students with respect and dignity, treat them fairly with regards to all assessments, choices and procedures and to give them encouragement to reach their full potential. Therefore the University strives to treat all its members and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate ground.

Further information about the University's equal opportunities policy can be found at:

<http://warwick.ac.uk/equalops> (<http://warwick.ac.uk/equalops>)

Respect at Warwick

Respect is one of the four key values set out in the University's strategy, learn about eight simple actions you can take to help build the community you want to be a part of.

(<https://warwick.ac.uk/services/equalops/learnmore/respectatwarwick>)

warwick.ac.uk

10.1i Dignity at Warwick

The University is committed to ensuring a working and learning environment in which all University members (staff and students) are treated fairly and with dignity and respect. On joining the University all members will be made aware of this policy. All contractors engaged by the University will also be notified of this policy.

The aims of this policy are to:

- Ensure the dignity of all at the University
- Ensure that differences are respected and valued
- Demonstrate our commitment to equality and diversity
- Set out the responsibilities of individual members of the University community in preventing harassment or bullying
- Outline the procedures to be followed if harassment or bullying occurs.

This policy covers work-related and study-related events (including social events) that may be off-campus, including overseas, as well as the normal working and learning environment.

Please see [here \(https://warwick.ac.uk/services/equalops/findsupport/dignityatwarwick/#Policy\)](https://warwick.ac.uk/services/equalops/findsupport/dignityatwarwick/#Policy) for full details of the policy.

Page last updated: 29/09/20

Next review due: 01/09/21

10.1j WBS Whistleblowing Policy

WBS MASTERS PROGRAMMES - PROTOCOL FOR DEALING WITH REPORTS OF BEHAVIOUR OR ACTIONS THAT RUN COUNTER TO THE DIGNITY AT WARWICK POLICY

See attachment below for an edited Community Statement focusing on Dignity at Warwick - this protocol aims to protect the principles outlined in this statement.

Individual Responsibility

Every member of the University Community is responsible for upholding and demonstrating the values, beliefs and behaviours encoded in our Community Statement and Dignity at Warwick Policy.

Every member of the University Community is responsible for supporting this ethos, to do this all members should:

1. Stop and Reflect - are you causing offence to those around you, if yes this can have a negative impact on an individual's work, study and life. Ensure that your behaviour does not cause those around you to feel uncomfortable.
2. Stop and Talk - if you feel uncomfortable with the way someone is talking or acting towards you, talk to them and let them know how they are making you feel. If you do not feel able to talk directly to them, speak to an appropriate third party¹
3. Stop and Listen - if someone wishes to discuss an issue with you, stop and listen. Respect the opinion and belief of others. It is not easy to confront a situation and by listening and talking it may resolve a problem.

Reporting Incidences that run counter to the Community Statement and Dignity at Warwick Policy

If the above informal actions have not corrected or stopped the behaviour, or if you consider the action/behaviour/event that runs counter to our Community Statement and Dignity at Warwick Policy is serious and needs a formal response, then please report it immediately to your Programme Team.

The report can be made in person² or by email. In order for us to respond effectively to your report it is helpful to have as full information as possible and preferably supported by hard evidence. However, do not hesitate if you are worried that you can't corroborate or evidence what you have seen/experienced. We still want you to report it and we will respond as laid out in the following protocol:

1 This could be your personal tutor or the Course Director or a member of the Programme Team.

2 We recommend you come to the WBS Masters Reception to report in person - that is avoid making the reports in the vicinity of your teaching area.

10.2a Campus Accommodation

A range of accommodation is available on campus for full-time students. The University's [Accommodation Office](http://www2.warwick.ac.uk/services/accommodation) (<http://www2.warwick.ac.uk/services/accommodation>) can provide help and guidance.

Part-time students attending residential sessions on campus will be advised separately of the accommodation options available to them.

Residential Life Team

All full-time students who have accommodation on campus, or in some off-campus properties in the surrounding area, have access to an excellent network of support called the Residential Life Team. The Residential Life Team works and lives alongside students within the Halls of Residence and are a key part of the University's welfare and support network.

Resident Tutors are there to help with a wide range of matters including: personal or family problems; feeling lonely or homesick; problems with accommodation - e.g. noisy neighbours; trouble settling in etc.; 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 Student Support Office.

10.2b Disability Services

Disability Services offer advice, guidance and support to students with Specific Learning Differences/Dyslexia or hearing and visual impairments, physical disabilities, mobility difficulties, Asperger's, unseen/medical conditions, mental health difficulties and any other impairment or condition that is likely to have an impact on their studies and life at University. The services provided are tailored to the individual and aim to enable students to manage their support and studies independently.

Students should visit Disability Services:

- to discuss individual support requirements.
- for advice on the Disabled Student Allowance (DSA).
- if they think they might be dyslexic or have any other Specific Learning Difference.
- if they require exam arrangements, note-taking, mentoring, specialist study skills support etc.
- for information about accessible campus accommodation, parking, resources and assistive technology.
- for information about external agencies that also provide support.

Disability Services are located on the ground floor of University House and can be contacted by telephone on 024 761 50641 or email disability@warwick.ac.uk. (<mailto:disability@warwick.ac.uk>)

Further information can be found at: <http://warwick.ac.uk/disability> (<http://warwick.ac.uk/disability>)

10.2c Health Centre

Full-time students who are resident on campus should register with the University Health Centre. Students must be registered in order to use the Health Centre, although they may be able to assist non-registered students in emergencies. Full-time students who are not resident on campus are advised to register with a local GP as soon as possible (to locate your nearest GP visit www.nhs.uk (<http://www.nhs.uk/>)). Do not leave this until you become ill as this could complicate quick access to care.

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; physiotherapy sessions.

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; sickness certification.

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

Further information: <http://www.uwhc.org.uk> (<http://www.uwhc.org.uk/>)

10.2d Security

Details about the services provided by our Campus Security Team can be found here:

Campus Security - University of Warwick

Campus Security at the University of Warwick. (<https://warwick.ac.uk/services/campus-security>)

warwick.ac.uk

10.2e Student Funding

The Student Funding team offers advice and guidance on all aspects of financial support. This includes government grants and loans, and scholarships and bursaries provided directly by the University. The team can provide budgeting advice to help make students' money go further and also administers University hardship funds. Students should visit Student Funding if they want to know what financial support they may be entitled to; want to know more about scholarships and bursaries; are having difficulty paying for their 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 University House and can be contacted by telephone on 024 761 50096 or email studentfunding@warwick.ac.uk (<mailto:studentfunding@warwick.ac.uk>)

Further information: <http://warwick.ac.uk/services/academicoffice/funding>
(<http://warwick.ac.uk/services/academicoffice/funding>)

Office for Global Engagement

If you are an overseas student, who has not visited the UK before, you are strongly advised to familiarise yourself with the University's International Guide which contains comprehensive advice on preparing for life in the UK and is available on-line at <http://warwick.ac.uk/welcome/next> (<http://warwick.ac.uk/welcome/next>). Useful contacts can be made through the Office for Global Engagement. They can also provide valuable advice and information.

Further information:

Support for International Students at the University

(<http://www2.warwick.ac.uk/study/international/students/>)

www2.warwick.ac.uk

The Office for Global Engagement 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, dependent visas, working in the UK during or after study, travel visas, etc.); practical support (bringing family to the UK; Police registration; providing letters to prove student status for visa purposes; banking) and the International Student Experience (orientation and a programme of ongoing induction events; social events and trips for international students and their families; and the opportunity to take part in a HOST visit).

The Office, located on the first floor of University House, and can be contacted by telephone on 024 765 23706 or email Internationalsupport@warwick.ac.uk (<mailto:internationalsupport@warwick.ac.uk>) or immigrationservice@warwick.ac.uk (<mailto:immigrationservice@warwick.ac.uk>).

Immigration Advice for Students

Advice on immigration can only be obtained via authorised staff that are deemed to meet the Immigration Services Commissioner's Code of Standard and Guidance. Students should be directed to the Immigration Team within the International Office (immigrationservice@warwick.ac.uk (<mailto:immigrationservice@warwick.ac.uk>)) or the Students' Union Advice Centre (advice@warwicksu.com (<mailto:advice@warwicksu.com>)) in the first instance for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your ability to hold a visa to remain in the UK and so you may wish to seek advice accordingly.

Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for Christian, Jewish and Muslim prayer and worship. It is a focal point for different faith groups and student societies and offers a safe, supportive space at the centre of campus where people can 'learn to live well together'. Students of all faiths and none can come and find a friendly place to chat and eat. A chapel, three kitchens, meeting rooms and an Islamic prayer hall make the Chaplaincy an inclusive, spiritual and social space that welcomes the whole University community.

Students can visit the Chaplaincy with personal issues - stress, debt, relationships, loneliness; vocational issues; theological issues; enquiries about using the Chaplaincy for religious and social functions.

The Chaplaincy is located by the Arts Centre and can be contacted by telephone on 024 765 23519 or email chaplaincy@warwick.ac.uk (<mailto:chaplaincy@warwick.ac.uk>).

Further information: <http://warwick.ac.uk/chaplaincy> (<http://warwick.ac.uk/chaplaincy>)

Careers Advice

The University has an excellent Student Careers & Skills team which offers a wide range of online resources, workshops, 1:1 advice, employer presentations, careers fairs and a student helpdesk accessible in person, by email and phone and can help students:

- Settle into life at Warwick and discover all the University has to offer;
- Understand what's important to them, what their strengths and career goals are;
- Succeed in their studies and get help with academic writing, revision, note-taking and seminar presentations;
- Recognise and develop transferrable skills employers look for, including communication, leadership, enterprise and team-working;
- Research employers, gain work or volunteering experience and find a job for after graduation, including by searching thousands of employer vacancies.

Further information: www.warwick.ac.uk/services/careers (<http://www.warwick.ac.uk/services/careers>).

Warwick Business School has a dedicated WBS CareersPlus team which provides more tailored personal development and careers support. CareersPlus offers a comprehensive programme of careers support exclusively for WBS students throughout the year. This includes employer and sector insight events, professional skills training, unlimited career guidance appointments, application checks, mock interviews and mock assessment centres. The CareersPlus team provides pre-arrival careers support over the summer before you begin your course, to help you meet early application deadlines, and will continue to work with you after your course is finished if needed.

Masters Skills Programme

Use the Masters Skills Programme to develop your academic, personal and professional skills whilst at Warwick. Our range of workshops, events and online resources will help you adjust to postgraduate study, boost your employability and enhance your research skills.

Selected highlights:

- **Warwick Skills Portfolio Award:** Tailored by you, to meet your personal development needs, this award encourages you to work towards your own goals and reflect on your learning experiences.
- **Leadership Scheme:** This scheme runs during the spring term and is designed to support students in developing their leadership skills whilst at Warwick.

There are plenty of opportunities to meet other students and you can gain recognition for your efforts through the Warwick Skills Portfolio Award.

Find out more:

Web: [warwick.ac.uk/maskills](http://www2.warwick.ac.uk/services/scs/skills/msp/) (<http://www2.warwick.ac.uk/services/scs/skills/msp/>) | Email: skills@warwick.ac.uk (<mailto:skills@warwick.ac.uk>) | Twitter: @warwickskills

English Language Support

Students who need support with their English Language are encouraged to attend study and learning skills classes organised by the Centre for Applied Linguistics (CAL). They run classes, amongst others, on Listening and Speaking, Pronunciation, Grammar Revision. These are popular and early sign-up is necessary.

Further information:

Learn English

Learn English landing page (<http://www2.warwick.ac.uk/fac/soc/al/study/learn-english/>)

www2.warwick.ac.uk

If you do not wish to join an English class, you may be able to get some help with your writing on an individual basis from CAL. This may be important if you have an essay-type answer to prepare and have little experience of this.

We also offer additional English language support for Masters students in WBS. During the first week of your course, you will take a screening test. This short writing test will help us to identify students who may benefit from additional study support. If you are selected for this support, you will be required to attend 10 hours of face-to-face input and complete self-study as guided by your tutor.

WBS provides a programme of optional workshops throughout the year for Masters students. Examples of workshops are:

- WBS Film Club
- Reading and Note Taking
- Proof-reading and Editing your work
- Planning and organising an assignment
- Understanding spoken academic English

Please check my.wbs for more information of dates and times. You can register for these sessions at the Masters Reception on the second floor.

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduate and postgraduate students and staff across the University. It is equipped with digital language classrooms and seminar rooms, with data projection and electronic whiteboards. There is also a multi-media open access suite with satellite TV, computer-based learning, and DVD players. There are a number of choices available for acquiring a new foreign language or brushing up language skills:

i. Modules for credits on the academic programme

These can usually be taken as part of an undergraduate degree course, but this must be agreed with student's home department before enrolling. More information available online from: <http://warwick.ac.uk/languagecentre/academic/> (<http://warwick.ac.uk/languagecentre/academic/>)

ii. 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. Further information is available from the Centre's website.

iii. Lifelong Language Learning (LLL) Courses

A programme of language courses for students, members of staff and the public. More information is available from: <http://warwick.ac.uk/languagecentre/lifelonglearning/> (<http://warwick.ac.uk/languagecentre/lifelonglearning/>).

The Language Centre (<http://warwick.ac.uk/languagecentre> (<http://warwick.ac.uk/languagecentre>)) is located on the ground floor of the Humanities Building and can be contacted by email language.enquiries@warwick.ac.uk (<mailto:language.enquiries@warwick.ac.uk>).

Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

Further information: <http://warwick.ac.uk/nursery> (<http://warwick.ac.uk/nursery>)

Campus facilities

Situated in the centre of England, WBS is easily accessible by road, rail and air. The campus is situated three miles from the city of Coventry and seven miles from the towns of Leamington Spa and Warwick.

Please Note: the area from Scarman Road to the entrance of the WBS building is a no smoking area, and the [WBS smoking policy](http://www2.warwick.ac.uk/fac/soc/wbs/central/academic-services/services/hands/smoking/) (<http://www2.warwick.ac.uk/fac/soc/wbs/central/academic-services/services/hands/smoking/>) can be viewed in full. Please view the **University Regulations and definitive course information** section of the Masters handbook for more information on the smoking policy of the University.

WBS / University of Warwick quick links

- [How to get to Warwick Business School](http://www.wbs.ac.uk/about/find/) (<http://www.wbs.ac.uk/about/find/>)
- [Campus Maps](http://www2.warwick.ac.uk/about/maps/) (<http://www2.warwick.ac.uk/about/maps/>)
- [Parking on Campus](http://www2.warwick.ac.uk/services/estates/transport/car_parking/where) (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- [Campus Tour](http://www2.warwick.ac.uk/about/tour/) (<http://www2.warwick.ac.uk/about/tour/>)
- [Warwick Arts Centre](http://www.warwickartscentre.co.uk/) (<http://www.warwickartscentre.co.uk/>)
- [Sports Centre](https://www2.warwick.ac.uk/services/sport) (<https://www2.warwick.ac.uk/services/sport>)
- [Warwick Retail](http://www2.warwick.ac.uk/services/retail) (<http://www2.warwick.ac.uk/services/retail>)
- [University Bookshop](http://www2.warwick.ac.uk/services/retail/shops/) (<http://www2.warwick.ac.uk/services/retail/shops/>)
- [Local areas](http://www2.warwick.ac.uk/services/accommodation/staff/localinfo/) (<http://www2.warwick.ac.uk/services/accommodation/staff/localinfo/>)
- [Useful contacts](http://www2.warwick.ac.uk/about/contact/) (<http://www2.warwick.ac.uk/about/contact/>)

2016-2017

2016-2017 Handbook archive

2017-2018

Attached copy of 2017-18 handbook

2018-2019

2018-2019 Archive attached

2019-2020

2019-2020 Handbook attached

2020-2021

Archived version of the handbook attached.

