Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

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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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

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1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

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1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

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1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

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1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

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1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

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2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

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2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

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2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

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2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

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2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

Page last revised: 12/08/24

Next review due: 01/09/25

2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

Page last updated: 12/08/24

Next review due: 01/09/25

2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

Page last updated: 12/08/24
Next review due: 01/09/25

2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

Page last reviewed: 12/08/24

Next review due: 01/09/25

2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

Page last updated: 12/08/24

Next review due: 01/09/25

3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

Page last reviewed: 28/07/23

Next review due: 01/09/25

3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

Next review due: 01/09/25

3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

Page last updated: 31/08/23

Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

Next review due: 01/09/25

3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

Page last reviewed: 20/08/24

Next review due: 01/09/25

4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

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Next review due: 01/09/25

4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

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Next review due: 01/09/25

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? Go to your Profile in my.wbs to change your photo. (/-/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.

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Next review due: 01/09/25

4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

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Next review due: 01/09/25

4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

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4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

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4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

Page reviewed: 21/08/24

Next review due: 01/09/25

4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

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Next review due: 01/09/25

4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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Next review due: 01/09/25

5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

Page last updated: 28/02/24

Next review due: 01/09/25

5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

Page last reviewed: 05/09/22

Next review due: 01/09/25

5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

Page last reviewed: 19/12/24

Next review due: 01/09/25

5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

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6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

Date page reviewed 21/08/24

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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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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.

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6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

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6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

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6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

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6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

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6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

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6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

Page last updated: 21/08/24

Next review due: 01/09/25

6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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.

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Next review due: 01/09/25

6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

Date page updated 21/08/24

Next review due 01/09/25

6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

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Next review due 01/09/25

6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

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Next review due 01/09/25

6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

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Next review due: 01/09/25

6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

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6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

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6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

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6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

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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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

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Next review due: 01/09/25

7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

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8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

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8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

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8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

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8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

Contents

Who needs research ethics approval? (#h_40665707538401746000722377)

What is research ethics approval? (#h_39106344415417460007303 37)

How do I apply for research ethics approval? (#h_907006439446671746000736815)

The research ethics approval process (#h_1472344702381745941910909)

Research Integrity online training (#h_654614783504717460007486 40)

What does the Research Ethics Form (REF) look like? (#h_68271973254041746000755528)

Tips for completing your Research Ethics Form (REF) (#h_95176562857371746000761232)

Who approves my Research Ethics Form (REF)? (#h_946451818602417460007672 00)

Confirming your ethical approval (#h_9975071206310174600077312 2)

What is a Research Ethics Form (REF) waiver? (#h_6389295396617174600077928 9)

Conducting questionnaires, surveys, interviews or focus groups (#h_23534900369011746000786136)

Using social media for your research (#h_76683114372721746000794474)

High-risk research (#h_53287949923121745942087146)

Student research in the NHS (#h_6976375617945174600080 8144)

Student research in the military (#h_14659241882261746000815234)

Artificial Intelligence and student research (#h_58757434285061746000821314)

Frequently Asked Questions (FAQs) (#h_9082978878785174 6000827882)

Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

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Next review due: 01/09/25

8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

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Next review due: 01/09/25

8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

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Next review due: 01/09/25

8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

Page last updated: 16/11/24

Next review due: 01/09/25

9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

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9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

Date page created: 30/08/23

Next review due: 01/09/24

9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

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Next review due: 01/09/25

9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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Next review due: 01/09/25

9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

Page reviewed: 03/09/24

Next review due: 01/09/25

9.8 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!

Please contact your Programme Team with any feedback that you have for us.

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Next review due: 01/09/25

10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

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Next review due: 01/09/25

10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

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10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

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Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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Next review due: 01/09/25

10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

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Next review due: 01/09/25

10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

Page reviewed: 04/11/24

Next review due: 01/09/25

10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

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Next review due: 01/09/25

10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

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Next review due: 01/09/25

10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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Next review due: 01/09/25

10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

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10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

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10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

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11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

Page last reviewed: 07/12/23

Next review due: 01/09/25

11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

Page last updated 17/08/23

Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25

Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

Page reviewed: 10/10/24

Next review due: 01/09/25

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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

Page reviewed: 15/08/24

Next review due: 01/09/25

1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

Page reviewed: 15/08/24

Next review due: 01/09/25

1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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Date page created: 07/10/24

Next review due: 01/09/25

1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

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Next review due: 01/09/25

1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

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Next review due: 01/09/25

1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

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Next review due: 01/09/25

1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

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2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

Page last updated: 12/08/24

Next review due: 01/09/25

2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

Page last updated: 12/08/24

Next review due: 01/09/25

2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

Page last updated: 24/07/23

Next review due: 01/09/25

2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

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Next review due: 01/09/25

2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

Page last revised: 12/08/24

Next review due: 01/09/25

2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

Page last updated: 12/08/24

Next review due: 01/09/25

2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

Page last updated: 12/08/24
Next review due: 01/09/25

2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

Page last reviewed: 12/08/24

Next review due: 01/09/25

2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

Page last updated: 12/08/24

Next review due: 01/09/25

3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

Page last reviewed: 28/07/23

Next review due: 01/09/25

3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

Next review due: 01/09/25

3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

Page last updated: 31/08/23

Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

Next review due: 01/09/25

3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

Page last reviewed: 20/08/24

Next review due: 01/09/25

4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

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Next review due: 01/09/25

4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

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Next review due: 01/09/25

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? Go to your Profile in my.wbs to change your photo. (/-/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.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

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Next review due: 01/09/25

4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

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Next review due: 01/09/25

4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

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Next review due: 01/09/25

4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

Page reviewed: 21/08/24

Next review due: 01/09/25

4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

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Next review due: 01/09/25

4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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Next review due: 01/09/25

5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

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5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

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Next review due: 01/09/25

5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

Page last reviewed: 19/12/24

Next review due: 01/09/25

5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

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6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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Next review due: 01/09/25

6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

Date page reviewed 21/08/24

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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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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.

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Next review Due: 01/09/25

6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

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6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

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6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

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6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

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6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

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6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

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6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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 last updated: 30/08/24

Next review due: 01/09/25

6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

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6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

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6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

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6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

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6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

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Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

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6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

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6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

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6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

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6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

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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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

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7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

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8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

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8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

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8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

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8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

Contents

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What is research ethics approval? (#h_39106344415417460007303 37)

How do I apply for research ethics approval? (#h_907006439446671746000736815)

The research ethics approval process (#h_1472344702381745941910909)

Research Integrity online training (#h_654614783504717460007486 40)

What does the Research Ethics Form (REF) look like? (#h_68271973254041746000755528)

Tips for completing your Research Ethics Form (REF) (#h_95176562857371746000761232)

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Using social media for your research (#h_76683114372721746000794474)

High-risk research (#h_53287949923121745942087146)

Student research in the NHS (#h_6976375617945174600080 8144)

Student research in the military (#h_14659241882261746000815234)

Artificial Intelligence and student research (#h_58757434285061746000821314)

Frequently Asked Questions (FAQs) (#h_9082978878785174 6000827882)

Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

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8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

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Next review due: 01/09/25

8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

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Next review due: 01/09/25

8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

Page last updated: 16/11/24

Next review due: 01/09/25

9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

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9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

Date page created: 30/08/23

Next review due: 01/09/24

9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

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9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

Page reviewed: 03/09/24

Next review due: 01/09/25

9.8 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!

Please contact your Programme Team with any feedback that you have for us.

Page reviewed: 29/08/24

Next review due: 01/09/25

10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

Page reviewed: 20/01/25

Next review due: 01/09/25

10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

Page reviewed: 21/08/24

Next review due: 01/09/25

10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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Next review due: 01/09/25

10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

Page reviewed: 22/08/24

Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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Next review due: 01/09/25

10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

Page reviewed: 22/08/24

Next review due: 01/09/25

10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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Next review due: 01/09/25

10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

Page reviewed: 04/11/24

Next review due: 01/09/25

10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

Page reviewed: 22/08/24

Next review due: 01/09/25

10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

Page reviewed: 28/08/24

Next review due: 01/09/25

10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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Next review due: 01/09/25

10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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Next review due: 01/09/25

10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

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10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

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10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

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Next review due: 01/09/25

11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

Page last reviewed: 07/12/23

Next review due: 01/09/25

11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

Page last updated 17/08/23

Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25

Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

Page reviewed: 10/10/24

Next review due: 01/09/25

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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

Page reviewed: 15/08/24

Next review due: 01/09/25

1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

Page reviewed: 15/08/24

Next review due: 01/09/25

1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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Date page created: 07/10/24

Next review due: 01/09/25

1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

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Next review due: 01/09/25

1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

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Next review due: 01/09/25

1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

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1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

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2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

Page last updated: 12/08/24

Next review due: 01/09/25

2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

Page last updated: 12/08/24

Next review due: 01/09/25

2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

Page last updated: 24/07/23

Next review due: 01/09/25

2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

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Next review due: 01/09/25

2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

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Next review due: 01/09/25

2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

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Next review due: 01/09/25

2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

Page last updated: 12/08/24
Next review due: 01/09/25

2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

Page last reviewed: 12/08/24

Next review due: 01/09/25

2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

Page last updated: 12/08/24

Next review due: 01/09/25

3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

Page last reviewed: 28/07/23

Next review due: 01/09/25

3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

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3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

Page last updated: 31/08/23

Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

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3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

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4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

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4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

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Next review due: 01/09/25

4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

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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? Go to your Profile in my.wbs to change your photo. (/-/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.

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4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

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4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

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4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

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4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

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4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

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4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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Next review due: 01/09/25

4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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Next review due: 01/09/25

5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

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5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

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5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

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Next review due: 01/09/25

5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

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6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

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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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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.

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6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

Page last updated: 11/12/24

Next review due: 01/09/25

6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

Page last updated: 21/08/24

Next review due: 01/09/25

6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

Page last updated: 21/08/24

Next review due: 01/09/25

6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

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6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

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6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

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6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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.

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6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

Date page updated 21/08/24

Next review due 01/09/25

6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

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6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

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Next review due 01/09/25

6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

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6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

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6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

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6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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Next review due: 01/09/25

6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

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6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

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6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

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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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

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Next review due: 01/09/25

7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

Page last updated: 21/09/23

Next review due: 01/09/25

8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

Page last updated: 19/08/24

Next review due: 01/09/25

8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

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8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

Page last updated: 20/01/25

Next review due: 01/09/25

8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

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What is research ethics approval? (#h_39106344415417460007303 37)

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What does the Research Ethics Form (REF) look like? (#h_68271973254041746000755528)

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Using social media for your research (#h_76683114372721746000794474)

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Student research in the military (#h_14659241882261746000815234)

Artificial Intelligence and student research (#h_58757434285061746000821314)

Frequently Asked Questions (FAQs) (#h_9082978878785174 6000827882)

Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

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8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

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Next review due: 01/09/25

8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

Page last updated: 11/12/24

Next review due: 01/09/25

8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

Page last updated: 16/11/24

Next review due: 01/09/25

9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

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9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

Date page created: 30/08/23

Next review due: 01/09/24

9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

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9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

Page reviewed: 03/09/24

Next review due: 01/09/25

9.8 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!

Please contact your Programme Team with any feedback that you have for us.

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10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

Page reviewed: 20/01/25

Next review due: 01/09/25

10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

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Next review due: 01/09/25

10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

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Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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Next review due: 01/09/25

10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

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Next review due: 01/09/25

10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

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Next review due: 01/09/25

10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

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Next review due: 01/09/25

10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

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10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

Page reviewed: 28/08/24

Next review due: 01/09/25

10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

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Next review due: 01/09/25

10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

Page reviewed: 28/08/24

Next review due: 01/09/25

11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

Page last reviewed: 07/12/23

Next review due: 01/09/25

11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

Page last updated 17/08/23

Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25

Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

Page reviewed: 10/10/24

Next review due: 01/09/25

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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

Page reviewed: 15/08/24

Next review due: 01/09/25

1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

Page reviewed: 15/08/24

Next review due: 01/09/25

1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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Date page created: 07/10/24

Next review due: 01/09/25

1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

Page reviewed: 15/08/24

Next review due: 01/09/25

1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

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Next review due: 01/09/25

1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

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1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

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2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

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2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

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2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

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Next review due: 01/09/25

2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

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2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

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2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

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2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

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2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

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2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

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3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

Page last reviewed: 28/07/23

Next review due: 01/09/25

3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

Next review due: 01/09/25

3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

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Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

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3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

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4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

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4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

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Next review due: 01/09/25

4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

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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? Go to your Profile in my.wbs to change your photo. (/-/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.

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4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

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4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

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4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

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4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

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4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

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4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

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5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

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5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

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5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

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6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

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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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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.

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6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

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6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

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6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

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6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

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6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

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6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

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6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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.

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6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

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6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

Date page updated 21/08/24

Next review due 01/09/25

6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

Date page updated 21/08/24

Next review due 01/09/25

6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

Date page updated: 21/08/24

Next review due: 01/09/25

6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

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6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

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6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

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6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

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6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

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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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

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7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

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8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

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8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

Page last reviewed: 11/12/24

Next review due: 01/09/25

8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

Page last updated: 20/01/25

Next review due: 01/09/25

8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

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Artificial Intelligence and student research (#h_58757434285061746000821314)

Frequently Asked Questions (FAQs) (#h_9082978878785174 6000827882)

Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

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8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

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Next review due: 01/09/25

8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

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8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

Page last updated: 16/11/24

Next review due: 01/09/25

9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

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9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

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9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

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9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

Page reviewed: 03/09/24

Next review due: 01/09/25

9.8 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!

Please contact your Programme Team with any feedback that you have for us.

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10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

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10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

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10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

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Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

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10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

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10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

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10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

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10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

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10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

Page reviewed: 28/08/24

Next review due: 01/09/25

10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

Page reviewed: 28/08/24

Next review due: 01/09/25

11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

Page last reviewed: 07/12/23

Next review due: 01/09/25

11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

Page last updated 17/08/23

Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25

Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

Page reviewed: 10/10/24

Next review due: 01/09/25

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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

Page reviewed: 15/08/24

Next review due: 01/09/25

1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

Page reviewed: 15/08/24

Next review due: 01/09/25

1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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Date page created: 07/10/24

Next review due: 01/09/25

1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

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1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

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1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

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1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

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2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

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2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

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2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

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Next review due: 01/09/25

2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

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2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

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2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

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2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

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2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

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2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

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3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

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3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

Next review due: 01/09/25

3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

Page last updated: 31/08/23

Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

Next review due: 01/09/25

3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

Page last reviewed: 20/08/24

Next review due: 01/09/25

4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

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4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

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Next review due: 01/09/25

4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

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Next review due: 01/09/25

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? Go to your Profile in my.wbs to change your photo. (/-/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.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

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4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

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4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

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4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

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4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

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4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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Next review due: 01/09/25

5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

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5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

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5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

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5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

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6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

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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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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.

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6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

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6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

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6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

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6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

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6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

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6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

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6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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.

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6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

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6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

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6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

Date page updated 21/08/24

Next review due 01/09/25

6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

Date page updated: 21/08/24

Next review due: 01/09/25

6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

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6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

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6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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Next review due: 01/09/25

6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

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6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

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6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

Page last reviewed: 29/08/24

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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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

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7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

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8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

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8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

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8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

Page last updated: 20/01/25

Next review due: 01/09/25

8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

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Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

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8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

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8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

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8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

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Next review due: 01/09/25

9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

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9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

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9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

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9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

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Next review due: 01/09/25

9.8 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!

Please contact your Programme Team with any feedback that you have for us.

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10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

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10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

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10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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Next review due: 01/09/25

10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

Page reviewed: 22/08/24

Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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Next review due: 01/09/25

10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

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Next review due: 01/09/25

10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

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Next review due: 01/09/25

10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

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10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

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10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

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10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

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10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

Page reviewed: 28/08/24

Next review due: 01/09/25

11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

Page last reviewed: 07/12/23

Next review due: 01/09/25

11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

Page last updated 17/08/23

Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25

Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

Page reviewed: 10/10/24

Next review due: 01/09/25

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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

Page reviewed: 15/08/24

Next review due: 01/09/25

1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

Page reviewed: 15/08/24

Next review due: 01/09/25

1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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Date page created: 07/10/24

Next review due: 01/09/25

1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

Page reviewed: 15/08/24

Next review due: 01/09/25

1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

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1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

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1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

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2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

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2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

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2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

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Next review due: 01/09/25

2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

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2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

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2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

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2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

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2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

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2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

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3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

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Next review due: 01/09/25

3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

Next review due: 01/09/25

3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

Page last updated: 31/08/23

Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

Next review due: 01/09/25

3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

Page last reviewed: 20/08/24

Next review due: 01/09/25

4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

Page reviewed: 20/08/24

Next review due: 01/09/25

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? Go to your Profile in my.wbs to change your photo. (/-/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.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

Page last updated: 07/09/23

Next review due: 01/09/25

4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

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4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

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4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

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4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

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5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

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5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

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5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

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6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

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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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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.

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6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

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6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

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6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

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6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

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6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

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6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

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6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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.

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6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

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6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

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6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

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6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

Date page updated: 21/08/24

Next review due: 01/09/25

6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

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6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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Next review due: 01/09/25

6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

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Next review due: 01/09/25

6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

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6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

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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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

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7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

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8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

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8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

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8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

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8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

Contents

Who needs research ethics approval? (#h_40665707538401746000722377)

What is research ethics approval? (#h_39106344415417460007303 37)

How do I apply for research ethics approval? (#h_907006439446671746000736815)

The research ethics approval process (#h_1472344702381745941910909)

Research Integrity online training (#h_654614783504717460007486 40)

What does the Research Ethics Form (REF) look like? (#h_68271973254041746000755528)

Tips for completing your Research Ethics Form (REF) (#h_95176562857371746000761232)

Who approves my Research Ethics Form (REF)? (#h_946451818602417460007672 00)

Confirming your ethical approval (#h_9975071206310174600077312 2)

What is a Research Ethics Form (REF) waiver? (#h_6389295396617174600077928 9)

Conducting questionnaires, surveys, interviews or focus groups (#h_23534900369011746000786136)

Using social media for your research (#h_76683114372721746000794474)

High-risk research (#h_53287949923121745942087146)

Student research in the NHS (#h_6976375617945174600080 8144)

Student research in the military (#h_14659241882261746000815234)

Artificial Intelligence and student research (#h_58757434285061746000821314)

Frequently Asked Questions (FAQs) (#h_9082978878785174 6000827882)

Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

Page last updated 12/05/25

Next review due: 01/09/25

8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

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8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

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8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

Page last updated: 16/11/24

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9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

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9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

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9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

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9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

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9.8 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!

Please contact your Programme Team with any feedback that you have for us.

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10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

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10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

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10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

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Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

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10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

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10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

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10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

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10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

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10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

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10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

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11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

Page last reviewed: 07/12/23

Next review due: 01/09/25

11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

Page last updated 17/08/23

Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25

Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

Page reviewed: 10/10/24

Next review due: 01/09/25

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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

Page reviewed: 15/08/24

Next review due: 01/09/25

1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

Page reviewed: 15/08/24

Next review due: 01/09/25

1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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Date page created: 07/10/24

Next review due: 01/09/25

1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

Page reviewed: 15/08/24

Next review due: 01/09/25

1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

Page reviewed: 20/08/24

Next review due: 01/09/25

1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

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1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

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2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

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2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

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2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

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2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

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2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

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2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

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2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

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2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

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2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

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3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

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Next review due: 01/09/25

3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

Next review due: 01/09/25

3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

Page last updated: 31/08/23

Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

Next review due: 01/09/25

3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

Page last reviewed: 20/08/24

Next review due: 01/09/25

4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

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Next review due: 01/09/25

4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

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4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

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Next review due: 01/09/25

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? Go to your Profile in my.wbs to change your photo. (/-/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.

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Next review due: 01/09/25

4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

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Next review due: 01/09/25

4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

Page last updated: 07/09/23

Next review due: 01/09/25

4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

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4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

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4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

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4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

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5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

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5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

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5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

Page last reviewed: 20/08/24

Next review due: 01/09/25

6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

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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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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.

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6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

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6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

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6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

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6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

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6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

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6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

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6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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.

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6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

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6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

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6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

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6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

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6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

Page last reviewed: 28/08/24

Next review due: 01/09/25

6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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Next review due: 01/09/25

6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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Next review due: 01/09/25

6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

Page last reviewed: 29/08/24

Next review due: 01/09/25

6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

Page last reviewed: 29/08/24

Next review due: 01/09/25

6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

Page last reviewed: 29/08/24

Next review due: 01/09/25

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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

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Next review due: 01/09/25

7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

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Next review due: 01/09/25

8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

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8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

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8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

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8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

Contents

Who needs research ethics approval? (#h_40665707538401746000722377)

What is research ethics approval? (#h_39106344415417460007303 37)

How do I apply for research ethics approval? (#h_907006439446671746000736815)

The research ethics approval process (#h_1472344702381745941910909)

Research Integrity online training (#h_654614783504717460007486 40)

What does the Research Ethics Form (REF) look like? (#h_68271973254041746000755528)

Tips for completing your Research Ethics Form (REF) (#h_95176562857371746000761232)

Who approves my Research Ethics Form (REF)? (#h_946451818602417460007672 00)

Confirming your ethical approval (#h_9975071206310174600077312 2)

What is a Research Ethics Form (REF) waiver? (#h_6389295396617174600077928 9)

Conducting questionnaires, surveys, interviews or focus groups (#h_23534900369011746000786136)

Using social media for your research (#h_76683114372721746000794474)

High-risk research (#h_53287949923121745942087146)

Student research in the NHS (#h_6976375617945174600080 8144)

Student research in the military (#h_14659241882261746000815234)

Artificial Intelligence and student research (#h_58757434285061746000821314)

Frequently Asked Questions (FAQs) (#h_9082978878785174 6000827882)

Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

Page last updated 12/05/25

Next review due: 01/09/25

8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

Page last reviewed: 19/08/24

Next review due: 01/09/25

8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

Page last updated: 11/12/24

Next review due: 01/09/25

8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

Page last updated: 16/11/24

Next review due: 01/09/25

9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

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9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

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9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

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9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

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Next review due: 01/09/25

9.8 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!

Please contact your Programme Team with any feedback that you have for us.

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10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

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10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

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10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

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Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

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10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

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10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

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10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

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10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

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10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

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10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

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11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

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11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

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11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

Page last updated 17/08/23

Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25

Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

Page reviewed: 10/10/24

Next review due: 01/09/25

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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

Page reviewed: 15/08/24

Next review due: 01/09/25

1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

Page reviewed: 15/08/24

Next review due: 01/09/25

1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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Date page created: 07/10/24

Next review due: 01/09/25

1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

Page reviewed: 15/08/24

Next review due: 01/09/25

1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

Page reviewed: 20/08/24

Next review due: 01/09/25

1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

Page reviewed: 20/08/24

Next review due: 01/09/25

1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

Page reviewed: 20/08/24

Next review due: 01/09/25

2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

Page last updated: 12/08/24

Next review due: 01/09/25

2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

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Next review due: 01/09/25

2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

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2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

Page last updated: 12/08/24

Next review due: 01/09/25

2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

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2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

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2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

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Next review due: 01/09/25

2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

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2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

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Next review due: 01/09/25

3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

Page last reviewed: 28/07/23

Next review due: 01/09/25

3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

Next review due: 01/09/25

3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

Page last updated: 31/08/23

Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

Next review due: 01/09/25

3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

Page last reviewed: 20/08/24

Next review due: 01/09/25

4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

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Next review due: 01/09/25

4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

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Next review due: 01/09/25

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? Go to your Profile in my.wbs to change your photo. (/-/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.

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Next review due: 01/09/25

4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

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Next review due: 01/09/25

4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

Page last updated: 07/09/23

Next review due: 01/09/25

4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

Page reviewed: 01/10/24

Next review due: 01/09/25

4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

Page reviewed: 21/08/24

Next review due: 01/09/25

4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

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4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

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5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

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5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

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5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

Page last reviewed: 20/08/24

Next review due: 01/09/25

6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

Date page reviewed 21/08/24

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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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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.

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6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

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6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

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6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

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6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

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6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

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6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

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6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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.

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6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

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6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

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6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

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6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

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6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

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Next review due: 01/09/25

6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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Next review due: 01/09/25

6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

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Next review due: 01/09/25

6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

Page last reviewed: 29/08/24

Next review due: 01/09/25

6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

Page last reviewed: 29/08/24

Next review due: 01/09/25

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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

Page last updated: 04/09/24

Next review due: 01/09/25

7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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Next review due: 01/09/24

7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

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8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

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8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

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8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

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8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

Contents

Who needs research ethics approval? (#h_40665707538401746000722377)

What is research ethics approval? (#h_39106344415417460007303 37)

How do I apply for research ethics approval? (#h_907006439446671746000736815)

The research ethics approval process (#h_1472344702381745941910909)

Research Integrity online training (#h_654614783504717460007486 40)

What does the Research Ethics Form (REF) look like? (#h_68271973254041746000755528)

Tips for completing your Research Ethics Form (REF) (#h_95176562857371746000761232)

Who approves my Research Ethics Form (REF)? (#h_946451818602417460007672 00)

Confirming your ethical approval (#h_9975071206310174600077312 2)

What is a Research Ethics Form (REF) waiver? (#h_6389295396617174600077928 9)

Conducting questionnaires, surveys, interviews or focus groups (#h_23534900369011746000786136)

Using social media for your research (#h_76683114372721746000794474)

High-risk research (#h_53287949923121745942087146)

Student research in the NHS (#h_6976375617945174600080 8144)

Student research in the military (#h_14659241882261746000815234)

Artificial Intelligence and student research (#h_58757434285061746000821314)

Frequently Asked Questions (FAQs) (#h_9082978878785174 6000827882)

Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

Page last updated 12/05/25

Next review due: 01/09/25

8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

Page last reviewed: 19/08/24

Next review due: 01/09/25

8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

Page last updated: 11/12/24

Next review due: 01/09/25

8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

Page last updated: 16/11/24

Next review due: 01/09/25

9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

Page reviewed: 29/08/24

Next review due: 01/09/25

9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

Date page created: 30/08/23

Next review due: 01/09/24

9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

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9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

Page reviewed: 03/09/24

Next review due: 01/09/25

9.8 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!

Please contact your Programme Team with any feedback that you have for us.

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10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

Page reviewed: 20/01/25

Next review due: 01/09/25

10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

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Next review due: 01/09/25

10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

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Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

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Next review due: 01/09/25

10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

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10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

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Next review due: 01/09/25

10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

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10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

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10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

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10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

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11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

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11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

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Next review due: 01/09/25

11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

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Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25

Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

Page reviewed: 10/10/24

Next review due: 01/09/25

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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

Page reviewed: 15/08/24

Next review due: 01/09/25

1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

Page reviewed: 15/08/24

Next review due: 01/09/25

1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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Date page created: 07/10/24

Next review due: 01/09/25

1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

Page reviewed: 15/08/24

Next review due: 01/09/25

1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

Page reviewed: 20/08/24

Next review due: 01/09/25

1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

Page reviewed: 20/08/24

Next review due: 01/09/25

1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

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Next review due: 01/09/25

2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

Page last updated: 12/08/24

Next review due: 01/09/25

2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

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Next review due: 01/09/25

2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

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2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

Page last updated: 12/08/24

Next review due: 01/09/25

2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

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2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

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2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

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Next review due: 01/09/25

2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

Page last reviewed: 12/08/24

Next review due: 01/09/25

2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

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Next review due: 01/09/25

3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

Page last reviewed: 28/07/23

Next review due: 01/09/25

3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

Next review due: 01/09/25

3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

Page last updated: 31/08/23

Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

Next review due: 01/09/25

3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

Page last reviewed: 20/08/24

Next review due: 01/09/25

4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

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Next review due: 01/09/25

4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

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Next review due: 01/09/25

4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

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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? Go to your Profile in my.wbs to change your photo. (/-/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.

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4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

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Next review due: 01/09/25

4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

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4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

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4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

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4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

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4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

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5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

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5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

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5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

Page last reviewed: 20/08/24

Next review due: 01/09/25

6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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Next review due: 01/09/25

6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

Date page reviewed 21/08/24

Next review due 01/09/25

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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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: 21/08/24

Next review Due: 01/09/25

6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

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6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

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6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

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6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

Page last updated: 21/08/24

Next review due: 01/09/25

6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

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Next review due: 01/09/25

6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

Page last updated: 21/08/24

Next review due: 01/09/25

6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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.

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6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

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Next review due 01/09/25

6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

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6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

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6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

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Next review due: 01/09/25

6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

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6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

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Next review due: 01/09/25

6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

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Next review due: 01/09/25

6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

Page last reviewed: 29/08/24

Next review due: 01/09/25

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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

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Next review due: 01/09/25

7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

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8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

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8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

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8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

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8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

Contents

Who needs research ethics approval? (#h_40665707538401746000722377)

What is research ethics approval? (#h_39106344415417460007303 37)

How do I apply for research ethics approval? (#h_907006439446671746000736815)

The research ethics approval process (#h_1472344702381745941910909)

Research Integrity online training (#h_654614783504717460007486 40)

What does the Research Ethics Form (REF) look like? (#h_68271973254041746000755528)

Tips for completing your Research Ethics Form (REF) (#h_95176562857371746000761232)

Who approves my Research Ethics Form (REF)? (#h_946451818602417460007672 00)

Confirming your ethical approval (#h_9975071206310174600077312 2)

What is a Research Ethics Form (REF) waiver? (#h_6389295396617174600077928 9)

Conducting questionnaires, surveys, interviews or focus groups (#h_23534900369011746000786136)

Using social media for your research (#h_76683114372721746000794474)

High-risk research (#h_53287949923121745942087146)

Student research in the NHS (#h_6976375617945174600080 8144)

Student research in the military (#h_14659241882261746000815234)

Artificial Intelligence and student research (#h_58757434285061746000821314)

Frequently Asked Questions (FAQs) (#h_9082978878785174 6000827882)

Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

Page last updated 12/05/25

Next review due: 01/09/25

8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

Page last reviewed: 19/08/24

Next review due: 01/09/25

8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

Page last updated: 11/12/24

Next review due: 01/09/25

8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

Page last updated: 16/11/24

Next review due: 01/09/25

9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

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9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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Next review due: 01/09/25

9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

Date page created: 30/08/23

Next review due: 01/09/24

9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

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9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

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9.8 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!

Please contact your Programme Team with any feedback that you have for us.

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10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

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10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

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10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

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Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

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10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

Page reviewed: 04/11/24

Next review due: 01/09/25

10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

Page reviewed: 22/08/24

Next review due: 01/09/25

10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

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Next review due: 01/09/25

10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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Next review due: 01/09/25

10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

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10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

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10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

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11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

Page last reviewed: 07/12/23

Next review due: 01/09/25

11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

Page last updated 17/08/23

Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25

Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

Page reviewed: 10/10/24

Next review due: 01/09/25

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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

Page reviewed: 15/08/24

Next review due: 01/09/25

1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

Page reviewed: 15/08/24

Next review due: 01/09/25

1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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Date page created: 07/10/24

Next review due: 01/09/25

1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

Page reviewed: 15/08/24

Next review due: 01/09/25

1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

Page reviewed: 20/08/24

Next review due: 01/09/25

1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

Page reviewed: 20/08/24

Next review due: 01/09/25

1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

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Next review due: 01/09/25

2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

Page last updated: 12/08/24

Next review due: 01/09/25

2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

Page last updated: 12/08/24

Next review due: 01/09/25

2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

Page last updated: 24/07/23

Next review due: 01/09/25

2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

Page last updated: 12/08/24

Next review due: 01/09/25

2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

Page last revised: 12/08/24

Next review due: 01/09/25

2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

Page last updated: 12/08/24

Next review due: 01/09/25

2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

Page last updated: 12/08/24
Next review due: 01/09/25

2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

Page last reviewed: 12/08/24

Next review due: 01/09/25

2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

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Next review due: 01/09/25

3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

Page last reviewed: 28/07/23

Next review due: 01/09/25

3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

Next review due: 01/09/25

3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

Page last updated: 31/08/23

Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

Next review due: 01/09/25

3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

Page last reviewed: 20/08/24

Next review due: 01/09/25

4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

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Next review due: 01/09/25

4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

Page reviewed: 20/08/24

Next review due: 01/09/25

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? Go to your Profile in my.wbs to change your photo. (/-/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.

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Next review due: 01/09/25

4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

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Next review due: 01/09/25

4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

Page last updated: 07/09/23

Next review due: 01/09/25

4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

Page reviewed: 01/10/24

Next review due: 01/09/25

4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

Page reviewed: 21/08/24

Next review due: 01/09/25

4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

Page reviewed: 21/08/24

Next review due: 01/09/25

4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

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Next review due: 01/09/25

5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

Page last reviewed: 05/09/22

Next review due: 01/09/25

5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

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5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

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6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

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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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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.

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6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

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6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

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6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

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6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

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6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

Page last updated 21/08/24

Next review due: 01/09/25

6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

Page last updated: 21/08/24

Next review due: 01/09/25

6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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.

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Next review due: 01/09/25

6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

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6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

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6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

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6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

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Next review due: 01/09/25

6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

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Next review due: 01/09/25

6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

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6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

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6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

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6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

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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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

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Next review due: 01/09/25

7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

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8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

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8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

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8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

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8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

Contents

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What is research ethics approval? (#h_39106344415417460007303 37)

How do I apply for research ethics approval? (#h_907006439446671746000736815)

The research ethics approval process (#h_1472344702381745941910909)

Research Integrity online training (#h_654614783504717460007486 40)

What does the Research Ethics Form (REF) look like? (#h_68271973254041746000755528)

Tips for completing your Research Ethics Form (REF) (#h_95176562857371746000761232)

Who approves my Research Ethics Form (REF)? (#h_946451818602417460007672 00)

Confirming your ethical approval (#h_9975071206310174600077312 2)

What is a Research Ethics Form (REF) waiver? (#h_6389295396617174600077928 9)

Conducting questionnaires, surveys, interviews or focus groups (#h_23534900369011746000786136)

Using social media for your research (#h_76683114372721746000794474)

High-risk research (#h_53287949923121745942087146)

Student research in the NHS (#h_6976375617945174600080 8144)

Student research in the military (#h_14659241882261746000815234)

Artificial Intelligence and student research (#h_58757434285061746000821314)

Frequently Asked Questions (FAQs) (#h_9082978878785174 6000827882)

Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

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Next review due: 01/09/25

8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

Page last reviewed: 19/08/24

Next review due: 01/09/25

8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

Page last updated: 11/12/24

Next review due: 01/09/25

8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

Page last updated: 16/11/24

Next review due: 01/09/25

9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

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9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

Date page created: 30/08/23

Next review due: 01/09/24

9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

Page reviewed: 29/08/24

Next review due: 01/09/25

9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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Next review due: 01/09/25

9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

Page reviewed: 03/09/24

Next review due: 01/09/25

9.8 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!

Please contact your Programme Team with any feedback that you have for us.

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10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

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Next review due: 01/09/25

10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

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Next review due: 01/09/25

10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

Page reviewed: 22/08/24

Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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Next review due: 01/09/25

10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

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Next review due: 01/09/25

10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

Page reviewed: 04/11/24

Next review due: 01/09/25

10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

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Next review due: 01/09/25

10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

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10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

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10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

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10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

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11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

Page last reviewed: 07/12/23

Next review due: 01/09/25

11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

Page last updated 17/08/23

Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

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Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25

Masters Student Handbook

Masters Student Handbook

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 May 21st 2025 at 10:31 AM.
- This downloaded content does not include video or audio content.
- This downloaded content does not include discussion of the materials.
- Updates and errata for content will be published to my.wbs only, so please be aware that this document may become out of date.

1.1 Welcome to WBS

Welcome to the WBS community. You will find us a warm, professional and ambitious community. The Dean regularly comments that in joining WBS whether as student, staff or faculty, we are all here with the knowledge that you will be intellectually stretched during your time here.

We ask that you undertake your studies with good humour, respect for each other, and seek every opportunity to explore new ideas.

There are a number of key people in your studies, outlined below:

Your Associate Dean, who has overall responsibility for the delivery of the programme and Chair of your Exam Board.

Your Programme Team, and the **Programme Team Manager,** who look after all of the administrative side of the course, from scheduling, system access, adapting your study schedule, mitigating circumstances and they put you forward to the Exam Board. They also offer a friendly ear and help you navigate those unexpected bumps over the next couple of years.

Your Course Director, who is responsible for the coherence of the course, your progression and the maintenance of quality standards. They are the senior member of faculty representing you at the Exam Board and Mitigating Circumstances Panel.

Your Module Leaders. There is a module leader for each module that you study. They are responsible for the delivery of the module, its content and the assessment.

Academic Tutor. For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor. You can find more information in the 'Your Contacts' section.

There are many other members and roles within my team that support the delivery of your programme and you will come to know many of them during your time with us as a student, and also as you progress into the Alumni community: CareersPlus, Employer Relations, Academic Tutors, Wellbeing and Student Support, Teaching and Learning Enhancement to name just some.

Our goal is that you should have a rewarding and productive time with us. You should at times feel stretched, you should feel challenged, but you must also have some fun along the journey - please seek every opportunity to do so.

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

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

@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)

The Teaching Excellence FrameworkLink opens in a new window (https://www.officeforstudents.org.uk/advice-and-guidance/teaching/about-the-tef/) (TEF) is a national scheme run by the Office for Students (OfS), which rates Higher Education providers for excellence above the set of minimum requirements for quality and standards for undergraduate students.

Not only was Warwick awarded the gold standard for its student experience and outcomes, we were also given gold, the highest level available for overall teaching excellence.

We are proud to be one of only four Russell Group universities - including Oxford, Cambridge and Exeter - to achieve triple gold.

Page reviewed: 10/10/24

Next review due: 01/09/25

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.

An explanation about the various rules governing your registration at the University and on your course:

- The full Calendar (https://warwick.ac.uk/services/gov/calendar/) includes all the statutes and ordinances that govern how the University was established and how it operates.
- Certain University Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/) apply specifically to taught postgraduate courses.
- Each individual course has Course Specifications that specify the requirements for that degree (see section 3.5 of this handbook for the Course Specifications for your specific course)
- Requirements for Postgraduate Awards - these are the conventions that the Board of Examiners follow in determining what award is made to an individual student (see section 7 of this handbook for more information)

Previous versions of the handbook can be found in section 12.

Page reviewed: 15/08/24

Next review due: 01/09/25

1.3 WBS Core Values

The WBS strategy includes a set of core values which underpin all aspects of the School's approach to its research and teaching activities. These values touch the working lives of all the students and staff that make up the WBS learning community and reflect its professional character. Our core values, our articulation of them and what behaviours they require us to exhibit are:
Curiosity, **O**penness, **R**estlessness, **E**xcellence.

These core values and associated behaviours complement the following University and WBS policies and procedures:

Dignity at Warwick (https://www2.warwick.ac.uk/services/equalops/dignityatwarwick)

Warwick Student Community Statement (https://www2.warwick.ac.uk/services/aro/dar/quality/categories/wscs/)

Page reviewed: 15/08/24

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1.4 WBS Community Charter

At Warwick Business School we are passionate about ensuring everyone has the opportunity to succeed, by creating a supportive and inclusive learning environment. We have created a WBS Community Charter to bring together the expectations set out in the Warwick Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs/), Our Dignity Principles (https://warwick.ac.uk/about/principles), Warwick Values (https://warwick.ac.uk/about/strategy/values) and WBS CORE values (https://www.wbs.ac.uk/about/).

This charter is based on the principle of **respect**.

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to
guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Please make sure that you have read and understood the WBS Postgraduate Community Charter.

You can view the WBS Community Charter here: (https://online.flippingbook.com/view/337891554/)

wbs

Community Charter: Respect

This charter is a commitment to foster a culture of respect within the community at Warwick Business School. The charter forms a framework to guide the behaviour of all members of our learning community, so that everyone can achieve their highest potential during their time at WBS, and beyond.

Respect

We expect all members of the WBS community to show respect for others, themselves and their opportunities at WBS. By respect, we mean to behave in ways that show that every member of our community is valued and treated with care and consideration.

Respect other individuals

By respecting others, we are careful how our behaviour affects other people in our university community, by thinking about how our actions impact on them.

- Adhere to the WBS Classroom Etiquette guidance
- Do not talk over the presenter during class
- Be considerate of your peers
- Turn up to your classes on time
- Listen to each other and consider others' opinions.

Respect yourself

We recognise our own value and take responsibility for looking after our wellbeing, reaching out for help available when we need it.

- Ask questions during your classes and ask for extra support when needed
- Be genuine and honest to yourself by adhering to academic integrity policies
- Make use of support systems in place when you need them.

Respect your opportunity

We respect our individual potential by immersing ourselves in the academic opportunities and support available.

- Attend all of your classes online and in-person
- Complete all the preparatory work set for you and turn up prepared and organised
- Engage and actively participate in classroom discussions
- Make the most of your time at WBS
- Direct your own learning by carrying out your own research.

Respect our common life together

We thrive together by supporting and encouraging our peers, recognising that respect and care are mutual, and celebrating our achievements together.

- Be considerate and kind
- Think about how you engage with your peers
- Engage with opportunities to provide feedback on your experiences at WBS
- Help to create a supportive and inclusive learning environment.

(https://online.flippingbook.com/view/337891554/)

Attached below is a PDF version of the WBS Community Charter: Respect

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Next review due: 01/09/25

1.5a What you can expect from Us

A WBS course should excite and stimulate, as well as equip students for a challenging and fast-changing world. Learning is a dynamic process with outcomes that are a product of the unique contributions of all participants. Students are expected to be proactive in their learning, rather than passive recipients of knowledge; staff are expected to challenge and inspire those they teach.

All members of the community are expected to reflect on their own development and to engage in constructive dialogue leading to improvements in the experience of current and future students. In so doing, staff and students commit to enhancing each other's experience within a safe, supportive and stimulating learning environment.

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 good time.
- To be advised in good time of any pre-course reading or other forms of self-study you are expected to undertake.
- To be advised in good time of the format and timing of assignments, examinations and any other forms of assessment for each module.
- To receive meaningful and constructive feedback on any individual assessed assignment (e.g. essays, case studies, etc.)
- Module Leaders make time to respond to any individual queries in academic matters relating to the module(s) they teach.
- Lecturers seek and respond to feedback from students on speed, clarity and difficulty level, aiming to maximise the learning benefit for all participants.
- Clear information about when and where your teaching will take place.
- The classroom is a "safe environment" for discussion, treating what is being said in class with the appropriate confidentiality.
- Special requirements are respected (e.g. visual or hearing impairments, etc.) and that reasonable adjustments will be made to accommodate them.
- You are treated with courtesy.
- Staff are sensitive to the diversity of ethnic and cultural backgrounds.
- We promote a positive and constructive learning environment.

What support is available to you?

- **Your Programme Team** - administrative staff that know your course and all of the specifications relating to your studies … ask them anything by email or in person!
- **This Student handbook** that provides all the rules, regulations and specifications about your course (you should read this thoroughly)
- **A Masters student reception** where you can ask for advice and guidance (open Monday to Thursday, 9.00am-5.00pm; Friday 9.00am-4.00pm - located on the 2 nd floor at the front of the building - room 2.002c)
- **Dedicated careers service** - providing specialised and full-service careers support. Look out for their services on the dedicated careers area in my.wbs (/-/careers/homepage/). 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.
- A range of **optional workshops and events** that you can register for if you need them advertised via my.wbs. (/-/academic/37360/resources/mode/edit/in/381545,786678/item/786683/id/786683/version/10/(/?event=Login))
- A wide range of services offered by the University including Wellbeing and Student Support (see University website (http://www2.warwick.ac.uk/services/studentsupport)).

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Next review due: 01/09/25

1.5b What We expect from You

Warwick Values Moodle

Our Principles (https://warwick.ac.uk/about/values/) set out our expectations of how we behave as a University community, both as individuals and as an institution.

You are required to complete our Warwick Values Moodle (https://moodle.warwick.ac.uk/course/view.php?id=38595#section-1) prior to starting your studies every academic year. Failure to do so could result in removal of your ITS account access.

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. These are based on the Warwick Student Community Statement (https://warwick.ac.uk/services/aro/dar/quality/categories/wscs).

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.
- 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 are attending a full-time course; this means the expectation is that you will work full-time on your studies. **100% attendance** at all scheduled sessions is mandatory. Please see section 3.2 (/-/academic/37360/resources/in/381545,381558/item/786740/) for more information about **Course Attendance,** including penalties for non-attendance. Attendance at taught sessions is also essential for you to succeed in your course.

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, including Programme Team briefings (we cannot emphasise this enough!)
- 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.
- Directing your own learning beyond that specified by your teachers by carrying out your own research
- Completing all formative and summative assessment tasks on time.
- Monitoring and reflecting on your own progress.

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.
- Demonstrate Academic Integrity by avoiding plagiarism and be scrupulous in your referencing.

Classroom etiquette:

- Refrain from eating in class.
- Refrain from using your phone in class.
- Refrain from talking among your peers whilst your tutor is talking.
- See section 5 for more information about WBS Classroom etiquette (/-/academic/37360/resources/in/381545,786771/item/1599022/).

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1.5c Cultural Awareness

To understand cultural differences you will need to see yourself through someone else's eyes Our differences are what makes the world endlessly interesting.

Arriving in a different country for the first time is can be a very daunting experience. Culture is how we view ourselves; others may not see us in the same way.

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 at Warwick.

Cultural Differences - General Guidelines and Our Expectations

- **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. Be sensitive to others and appreciate that individuals have different styles and expectations.
- **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.
- **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. Our community operates with inclusivity at its heart and inline with the Equality Act 2010.
- **Culture and food**: Be aware that many cultures have certain diets to follow and traditions that may be misunderstood by some. Be respectful towards other people's beliefs and cultures.
- **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.

British Culture - General Guidelines

- **Time keeping**: Be on time for formal meetings and interviews; being late 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 may be 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.

Ensure at all times that your conduct is in line with the Warwick's Dignity Principles (https://warwick.ac.uk/about/principles)

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1.5d Keeping in Touch

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

Emails

On enrolment, you will have been given a Warwick University email address. **Please note that all email communication will be sent to this 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 (make sure your current contact details ; local address and UK mobile number are available to the University) 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,

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

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/) (https://helpdesk.wbs.ac.uk/)

My.wbs

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.

Click on your photo icon to go to your Profile & Tools. Select Email Notifications, Feeds and Calendar Integration to change these settings:

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.

See section 4 for more information about my.wbs. (/-/academic/37360/resources/in/381545,786762/item/786866/#/)

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/)

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2.1a Your Programme Team

Your Programme Team is responsible for the day-to-day administration of your course; they provide support to teaching faculty, helping to ensure the smooth running of your programme and the delivery of a high-quality student experience, whether you are studying at Warwick, The Shard (London), or Internationally!

Your Programme Team should be your first point of call when it comes to addressing any course related (academic) queries, or when seeking advice concerning matters of a more personal/ pastoral nature (e.g. ill health, bereavement, disability etc.) and the impact of such matters on you and your studies. If appropriate, Programme Teams can also make referrals, on your behalf, to other academic or professional support services, either within, or outside of the University.

Programme Teams can help to ensure that you are compliant with course and University regulatory processes, as outlined in Section: Course Administration of this handbook and that crucially you understand your responsibilities with respect to these regulations in order to give you the best possible opportunity to achieve a successfully outcome on your course. You should contact your Programme Team if you have any questions relating to any of the content outlined in this student handbook.

Some examples of the support your Programme Team can provide include, but are not limited to:

- How to make a coursework extension request, or application for mitigating circumstances.
- Advice concerning study choices i.e., elective modules/ dissertation topic selection.
- Advice concerning academic performance; how to achieve a higher grade; what to do if you fail an assessment.
- General advice on accommodation and living in the U.K.
- Guidance on International trips and how to make sure you are prepared in good time.
- Guidance on the purpose of Staff Student Liaison Committees (SSLC); the role of course representatives and how to contact your course rep.
- Guidance on the process for assessment submission and what to do if you encounter a problem submitting your assessment.
- Guidance on navigating my.wbs and the library resources
- Guidance on how to raise an issue/ give constructive feedback on your experience as a WBS postgraduate student.
- Pastoral support and referrals for personal matters that are having an impact on you and your ability to engage with your studies, or to perform to the best of your ability e.g. physical or mental ill health, disability, learning difficulties, emotional or financial difficulties etc).

Contacting your Programme Team

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 pop along for a chat with a member of the Programme Team, come to the Masters Reception Room. Students with reduced mobility are advised to use the lift near the South entrance and to follow the signs.

Interactive Campus Map, Warwick (https://warwick.ac.uk/about/visiting/maps/)

Alternatively, you can send an email with your query; when you email, please help the team to respond quickly by following these tips:

- Ensure emails to your Programme Team are addressed to the designated course email address (these are shown in the table below); please do not use personal staff email addresses.
- Please only use the Warwick email address you were assigned at the outset of the course for all communications with the University.
- Please always include the following information in the body of your email: course title or acronym, your full name and your Warwick University ID.

Similarly, please use the central Programme Team telephone number provided below to ensure that we can respond quickly to incoming calls throughout working hours.

Programme Team	Courses Covered	Email	Telephone
Finance Masters	Finance (MSF) Accounting & Finance (MSAF) Finance & Economics (MSFE) Mathematical Finance (MSMF) Business & Finance (MSCBF)	FinancePG@wbs.ac.uk (mailto:FinancePG@wbs.ac.uk)	+44 (0) 24 7657 31890 Internal Extension: 73190
Business Masters	Business with Marketing (MBM) Business with Operations Management (MBOM) International Business (MINT) Marketing & Strategy (MSMS)	BusinessPG@wbs.ac.uk (mailto:BusinessPG@wbs.ac.uk)	+44 (0) 24 7657 3189 Internal Extension: 73189
Management Masters	Business Analytics (MSBA) Management (MIM) Management of IS & Digital Innovation (MSISDI)	ManagementPG@wbs.ac.uk (mailto:ManagementPG@wbs.ac.uk)	+44 (0) 24 7657 3191 Internal Extension: 73191
Full-Time MBA	Business Administration (MBAFT)	FTMBA@wbs.ac.uk (mailto:FTMBA@wns.ac.uk)	+44 (0) 24 7657 3185 Internal Extension: 73185

Your Programme Team is available to provide support from 09:00 to 17:00hrs Monday to Thursday and 09:00 to 16:00hrs on Friday. 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 Gov.uk, UK Bank Holidays (https://www.gov.uk/bank-holidays?mod=article_inline&mod=article_inline)

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2.1b Academic Support

If you wish to speak to a specific member of staff, either face-to-face, by Teams 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 Staff Directory page (http://www.wbs.ac.uk/about/people/).

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2.1c Academic Tutor System

For Masters Students, WBS appoints a dedicated Academic Tutor for each course. Your Programme Team act as the **referral team** to this service, so please speak to them if you would like to see your Academic Tutor.

The role of the Academic Tutor is to help guide you through the academic aspects of your year with us. They are here to provide academic advice including:

- Understanding the feedback you are receiving
- Giving students help and advice about studying and assessment
- Other academic aspects of your course
- Providing further anti-plagiarism advice to students
- Providing advice to selection of electives
- Giving advice about further study e.g. PhD

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Next review due: 01/09/25

2.1d Subject Specialist Librarian

Dedicated Subject Specialist Librarian

Email:academicsupport@warwic.ac.uk (mailto:academicsupport@warwic.ac.uk)

Website:https://warwick.libguides.com/Business (https://warwick.libguides.com/Business)

You are supported by a team of Academic Support Librarians who can provide detailed and expert advice to help you carry out independent research for your assignments, projects and theses. We can help you to:

- make the best use of the extensive range of Library resources available at Warwick
- locate material on your reading list
- search specialist databases to find scholarly information including journal articles and papers

Please contact the team for help withliterature searching (https://warwick.ac.uk/services/library/students/search-for-information/)or for more information about any of our resources.

We can provide guidance and information (https://warwick.ac.uk/services/library/)onplagiarism (https://warwick.ac.uk/services/library/students/library-online-courses/#collapse3) and referencing (https://warwick.ac.uk/services/library/students/referencing/) for all students and staff.

We are also responsible for developing the library collections in our specialist areas - please contact us if there is a resource (https://warwick.ac.uk/services/library/using/get-it-for-me) you need for your subject, which we don't have.

If you have any questions or problems using the library's services or resources, please contact the library via email: library@warwick.ac.uk (mailto:library@warwick.ac.uk).

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Next review due: 01/09/25

2.1e Students' Union and SSLC

"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!

Student Staff Liaison Committee (SSLC)

The SSLC is managed by the Students' Union. See here for more information about the SU's role in the SSLC. (https://www.warwicksu.com/student-voice/academic-representation/)

SSLC is the opportunity for face to face student feedback at a course level. These meetings are chaired and minuted by students. Course reps can raise both positive and negative feedback around their academic experience for their course. Best practice can be shared and implemented across year groups. SSLCs will also update course reps on developments in the course and how feedback has changed the course.

Your SSLC Course Reps act as the bridge between students and staff, conveying any concerns your cohort may have and working on your behalf. SSLCs also provide a forum for academic staff to explain the reasons behind departmental and academic decisions.

SSLC reps are recruited during induction and will canvass for your opinions on key issues, topics and themes during the academic year. Your SSLC course reps can also raise issues that need immediate attention to your Programme Team. Minutes from termly SSLC meetings will be circulated to your cohort.

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.

You can find more information about who your SSLC course reps are on your course page.

SSLC meetings typically include attendance by:

- Course Director
- Programme Manager
- Module Leaders (if appropriate)
- CareersPlus team
- Subject Librarian
- ESolutions
- Programme Quality
- Student Union representative

There are a number of resources and training materials for SSLC course reps including a course rep handbook on the SU website here:

I'm a Course Rep (www.warwicksu.com) (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/).

You will also find Course Rep Resources (https://www.warwicksu.com/student-voice/academic-representation/im-a-course-rep/) including an Agenda and Minutes Template.

Your Student Union Officers

Each year, the student body elects 7 Full-Time Student Officers to lead the Students' Union. These Officers work alongside our dedicated staff team to deliver a wealth of services for you.

Student Officers

Warwick Students' Union - creating a better experience for students at Warwick. (https://www.warwicksu.com/student-voice/student-officers/)

www.warwicksu.com

Find out more about the Student's Union in Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788105/) or on the SU website.

Page last revised: 12/08/24

Next review due: 01/09/25

2.1f WBS eSolutions

WBS eSolutions is our own in-house IT support helpdesk.

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

Contacting the Helpdesk

- WBS IT Problems can be reported anytime via our online portal eSolutions online portal (https://warwickbs.atlassian.net/servicedesk/customer/portal/2)
- Call us during our opening hours on (024) 765 22522 (or 22522 from an internal phone)
- Pop in to see us in room 0.007 (ground floor at the bottom of the main central atrium)
- You can also get systems updates via our status page Link opens in a new window (https://status.wbs.ac.uk/) or our Twitter feedLink opens in a new window (https://twitter.com/WBSSystemStatus)
- Or you can email us help@wbs.ac.ukLink opens in a new window (mailto:help@wbs.ac.uk)

Term time opening hours

Monday - Thursday:	08.30 - 17.00hrs
Friday	08:30 - 16:30hrs

Phoneline hours

Monday - Thursday:	08.30 -12.30hrs and 13.30 - 17.00hrs
Friday:	08.30 - 12.30hrs and 13.30 - 16.00hrs

See Section: Your Learning Resources, (/-/academic/37360/resources/in/381545,786762/item/786770/) for more information about IT support services available to students.

Page last updated: 12/08/24

Next review due: 01/09/25

2.2 Student Wellbeing

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

Your Programme Team

Your Programme Team are your one-stop shop for any questions or queries you have. They will be able to offer practical advice, detailed information about your course and also offer personal support when you need it. They will also be able to point you to other sources of support either within WBS or within the wider University.

You can contact them via email, or you can come and see them in person at the Masters Reception (2nd floor, at the front of the WBS building). We won't be able to help you unless you tell us that you need help - please be reassured that the Programme Team will be supportive and helpful.

Alongside your Programme Team, the Course Director and Academic Tutor for your course can provide additional support. The Programme Team, Course Director and Academic Tutor work closely together to support all students on the course.

Wellbeing and Student Support

More specialised wellbeing support is provided by the University's Wellbeing and Student Support team.

See Section: Your Wellbeing & Wider Support (/-/academic/37360/resources/in/381545,381808/item/788097/) for detailed information.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

024 7657 5570

We are at Senate House, ground floor (https://warwick.ac.uk/about/visiting/maps/)

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

Page last updated: 12/08/24
Next review due: 01/09/25

2.3 Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Tell us about your disability

There are a wide range of individual adjustments and study support available for disabled students. This might also include mental health mentoring support for students with a diagnosed mental health condition or illness.

We encourage you to meet with a Disability Adviser in order to determine what support might be appropriate for you at Warwick. Each student experiences their disability differently, so the types of support you receive will be based on your needs.

Please book an appointment with a Disability Advisor as soon as possible via the Wellbeing portal - Sign in (wellbeing.warwick.ac.uk) (https://wellbeing.warwick.ac.uk/)

More information can be found on the Disability Services website. (https://warwick.ac.uk/services/wss/students/disability)

Contact Details

Telephone: +44(0)24 7657 5570

Visit: We are here (https://warwick.ac.uk/about/visiting/maps/) (Senate House, ground floor)

Opening hours: Monday to Friday 8.30am-5pm (Friday until 4pm)

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

Page last reviewed: 12/08/24

Next review due: 01/09/25

2.4 WBS CareersPlus

At WBS, we are committed to helping our students to develop their potential as world class business leaders and support our students and alumni to achieve a return on investment over their career lifetime.

Our aim is to equip you not only with an excellent academic education but also to help develop and enhance your employability skills, enabling you to achieve your post study career goals, and to become a proactive member of the WBS network.

Personal development and career planning activities organized by the CareersPlus team will be an integral part of this. The demands on you in terms of academic coursework and study will be high as you would expect, but full engagement with the CareersPlus activities is encouraged and should be factored into your time allocation and workload.

Please take time to explore the CareersPlus my.wbs section (/-/careers/homepage/default/) and the resources, information and support provided.

Meet the CareersPlus team

If you are unsure who you need to contact, please send an email with details of your query to: careersplus@wbs.ac.uk (mailto:careersplus@wbs.ac.uk)

Office hours: 09:00 - 17:00hrs (Monday to Friday) including vacations

Location: 0.012, WBS building (ground floor, near North entrance)

Tel. 024 761 50864

More information about your CareersPlus team (/-/careers/content/resources/in/1283434/item/1283454/#/Masters) is available via our dedicated my.wbs section.

(/-/careers/homepage/default/)

Page last updated: 12/08/24

Next review due: 01/09/25

3.1 Timetable

For most courses your personalised lecture and seminar timetable will be published to you via the calendar on my.wbs (Homepage > Key Dates Section).

If you have any queries relating to your timetable, please contact your Programme Team.

Permitted Hours of Work

Taking on paid work whilst studying a full-time Masters course is not encouraged. Studying full-time at Masters level is demanding and will require a lot of hard work which isn't compatible with paid employment.

If you are taking on any form of paid employment, you must check the terms of your visa if you are an overseas student. Most Student 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 Student Visas and working, please see here (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, 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.

If you have any questions about your visa and permitted hours of work, please check the immigration website: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

Page last reviewed: 28/07/23

Next review due: 01/09/25

3.2 Course Attendance

We want you to receive the best possible educational experience during your time at WBS. Evidence shows that attending all your sessions, including lectures, seminars and tutorials, will give you the best chance of success and help you to achieve higher grades.

You are expected to attend all scheduled sessions - as provided in your timetable - unless they are identified as optional.

At postgraduate level, students are expected to be autonomous learners and active participants in their education by:

- attending all prescribed lectures, seminars, classes, meetings with their personal tutors/supervisor(s).
- preparing for and participating in classes or carrying out their own research
- directing their own learning beyond that specified by their teachers
- completing formative and summative assessment tasks
- monitoring and reflecting on their own progress
- taking the initiative in seeking support, when necessary, from their department and the wider University (e.g., Director of Graduate or Undergraduate Studies, Student Immigration and Compliance team, Students' Union, Dean of Students, Wellbeing Support Services).

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. The best way to succeed on your course is to actively engage with all the opportunities provided.

If a lecture or seminar is re-scheduled, your Programme Team will put a notice on my.wbs in advance. If a particular lecture/seminar has to be changed at very short notice, we will put a notice on the classroom door.

University Regulation 36

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.

Warwick Business School's Procedures for Monitoring Attendance and Engagement

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, or attendance will be monitored during online my.wbs sessions/lectures. You will be required to explain any absences 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.

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. The Department will undertake attendance monitoring throughout your academic year via a number of methods.

- **Official Attendance Monitoring:** Policy set by the University and and reported to the University in line with Regulation 36 and for visa monitoring purposes.
- **WBS Engagement Monitoring:** Department level attendance and engagement monitoring of student wellbeing and progression.

Official Attendance Monitoring

All students registered at the University are expected to be actively engaged with their course and to be attending lectures, workshops and seminars as timetabled. Failure to adhere to this can result in being referred to the University Continuation Committee who have the power to terminate your registration at the University. Please see University Regulation 36

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) for information on this. There is more guidance from the University on monitoring attendance here: Warwick | Student Immigration | Engagement Monitoring (warwick.ac.uk) (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring)

The University has legal obligations under UK immigration legislation to monitor continually the engagement of all students whom it has sponsored to come to the UK for study on a Student Visa.

The University sets the number of official attendance monitoring points that must be established per term. For full time taught Postgraduate students this is set as 14 official attendance monitoring points. The attendance for these monitoring points is reported to the University via my.wbs.

	Term 1	Term 2	Term 3	Summer
Full-Time Taught Postgraduate	6 points	4 points	2 points	2 points

Meeting your monitoring points is crucial and the consequences of missing three or more can be significant, as detailed below. Your Programme Team will publish the planned official attendance monitoring points for your course each term **at course level on my.wbs**. For taught courses, the monitored contact attendance points cover a range of academic engagement and can be, for example, lecture attendance, assessed work submissions, meetings with project supervisors, etc.

If you are completing an internship as part of your course, the number of attendance monitoring points will be increased due to increased monitoring required on placements. If you are in a period of course extension, attendance monitoring will be on a monthly basis.

Missed Official Attendance Monitoring Points

Failure to meet these official attendance monitoring points would be in contravention of the University Regulations (36.2) (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please be aware that you will be contacted should we become concerned about any missed monitoring points.

- If you miss **one** attendance monitoring point, you will be sent an email asking you to log into my.wbs and record the reason for absence, or evidence that you did attend. You must respond to this **within 4 calendar days**, otherwise the monitoring point will be recorded as missed. The deadline to respond will be clear on the email.
- Student Records will email you each time a missed (unauthorised) monitoring point is recorded against you.
- After **three** unexplained missed monitoring points, the compliance team will contact you to try and find out the reason for the absence if you have not been in contact with them, as we as a university have a duty of care to make sure you are alright.
- After **six** monitoring points are missed it is possible that the University will begin termination of registration proceedings. This is at a more serious stage as you would not be showing that you are engaging with your studies in a meaningful way.

Heads of Department may also impose additional sanctions for students failing to attend class. For example, for failure to attend classes students might be required to submit additional coursework or sit an additional examination (see section 36.3 of regulation 36 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress)).

International students should be particularly aware of the consequences of missing official attendance 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 holders have been found not to be engaging with and attending their degree course. It is one of the responsibilities (https://warwick.ac.uk/study/international/immigration/tier4/responsibilities/) of a student on a Student Visa to study and ensure that they meet the progression and attendance requirements of the course. For those on a Student Visa this is one of the requirements by the UKVI and your visa is at risk if you miss 3 or more monitoring points. For more information please check: https://warwick.ac.uk/study/international/immigration/ (https://warwick.ac.uk/study/international/immigration/)

What if I know that I will miss an official monitoring point?

If you know that you will miss a monitoring point, it is **your responsibility** to inform the department in advance of the point.

We can mark the point as 'authorised' if you have provided evidence and emailed your Programme Team in advance of the session. Missed monitoring points will only be authorised in certain situations, usually those that the student could not have predicted and had no control over (e.g. illness), as attendance is expected to be on a full time basis.

WBS Engagement Monitoring

At WBS we want to support our students as best we can throughout their academic journey. We know that if students attend all their taught

sessions, they are more likely to succeed and do well on their course. You Programme Team will carry out additional attendance monitoring on top of the 14 official attendance monitoring points, to ensure that you are attending your classes. As well as ensuring that you are getting the best out of the opportunities at WBS, we want to make sure that you are alright. Student wellbeing is very important to us.

If you have missed an engagement monitoring point, your Programme Team will likely contact you to make sure that you are doing well. If you miss more than one engagement monitoring point, you might be called to a meeting with your Programme Team to discuss your attendance and any additional support requirements.

Please see Regulation 36 for (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/) 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.

Date page updated: 28/08/24

Next review due: 01/09/25

3.2b Immigration and attendance

Evidence shows that attending all your sessions, including lectures, seminars, and tutorials, will give you the best chance of success and help you to achieve higher grades.

It is also important that, as an international student, you comply with the UK immigration regulations during your registration at the university. Part of these regulations are that you can show that you are engaging with your studies in a meaningful way. This is evidenced by 'monitoring points' across the year, as explained in the previous section. Please refer to the Student FAQs page (https://warwick.ac.uk/study/international/immigration/student_route/responsibilities/engagementmonitoring) regarding further guidance on attendance monitoring for international students.

Postgraduate students are not considered to have 3 terms in a year as Undergraduate students have. Instead, the entire period from course start to end date is considered to be term-time.

If you wish you can be away from the UK for the following periods:

- Evenings and weekends
- UK Bank Holidays (https://www.gov.uk/bank-holidays (https://www.gov.uk/bank-holidays))
- Any time the University of Warwick is Academically shut, for example, the 24/25 Christmas Break - **24/Dec/2024 - 01/Jan/2025**
- Any period of Absence authorised by your department under the Authorised Absence, (https://warwick.ac.uk/services/academicoffice/studentrecords/students/authorisedabsence/) Change of Study Location (https://warwick.ac.uk/study/international/immigration/student_route/changes/study_location) or Mitigating Circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/) policies.

Any absence from the UK that does not fall under the above will most likely lead to an unauthorised absence, which may lead to your withdrawal from your course. Therefore, you must contact your Programme Team and seek their authorisation for any period of absence. They will be able to provide you with a letter to support your absence, if approved.

If you are only travelling for a short period outside formal teaching and assessment time, you can **download the attached letter** for 2024-2025. Please note that this letter only contains information about formal first-sit examination periods and not course specific examination timetable information, or dates for resit examinations.

We advise you to keep your absences from the UK at a minimum, as the UKBF (https://www.gov.uk/government/organisations/border-force) can question your attendance and any absences when returning to the UK, especially if you intend to apply for the Graduate Route Visa (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa) after your degree has been awarded, or applying for any other UK work visa. To avoid any complications in your future graduate route visa application, you should avoid staying overseas for long and multiple periods.

Please see the immigration webpages for further information about travel and your visa responsibilities (https://warwick.ac.uk/study/international/immigration/current/reentry/rs/). If you are interested in working in the UK on your student visa then please refer to immigration services' working in the UK webpage. (https://warwick.ac.uk/study/international/immigration/student_route/working/pgtwork/)

If you are unsure about any aspect of your student visa, travel and responsibilities, please check the immigration webpages (https://warwick.ac.uk/study/international/immigration/) or speak to an immigration advisor (https://warwick.ac.uk/study/international/immigration/current/connect/).

Date page updated 09/10/24

Next review due 01/09/24

3.3 Transcripts and Degree Certificates

Graduation Ceremonies take place in January and July.

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 contact the Awards and Ceremonies (https://warwick.ac.uk/services/academicoffice/congregation/faqs/contactingus) team to let us know that you wish to collect it, otherwise we will post it to your home address record.

For more information about graduation and your degree certificate, please see the **Awards and Ceremonies website here. (https://warwick.ac.uk/services/academicoffice/congregation/)**

For information on requesting a record of marks or transcript please see section 7.5. (/-/academic/37360/resources/in/381545,786907/item/786917/)

Page last reviewed: 02/08/23

Next review due: 01/09/25

3.4 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). 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 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) 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);
- 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: 20/08/24

Next review due: 01/09/25

3.5.1 Master of Business Adminstration (Full-Time)

2024-2025 Course Specifications attached

Page last updated: 30/10/24

Next review due: 01/09/25

3.5.2 Master in Business Analytics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.3 Masters in Business & Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.4 Masters in Business with Marketing

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.5 Masters in Accounting and Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.6 Masters in Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.7 Masters in Finance and Economics

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.8 Masters in Mathematical Finance

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.9 Masters in International Business

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.10 Masters in Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.11 Masters in Management of Information Systems and Digital Innovation

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.12 Masters in Marketing and Strategy

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.5.13 Masters in Business with Operations Management

2024-2025 Course Specifications attached

Page last updated: 04/09/24

Next review due: 01/09/25

3.6 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	https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/ (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
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 and Safety Services	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 Warwick	https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)
Online and Social Media Communications Policy	https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/ (https://warwick.ac.uk/services/engagementgroup/marketing/digital/social/policy/)
Maximum periods of study	https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod (https://warwick.ac.uk/services/aro/dar/quality/az/maxperiod)

Page last updated: 31/08/23

Next review due: 01/09/24

3.7 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/legalandcomplianceservices/dataprotection) outlines the University's commitment to transparency and accountability and promoting good information governance.

The Student Privacy Notice (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/privacynotices/student-privacy) - 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.

Page last reviewed: 20/08/24

Next review due: 01/09/25

3.8 External Examiners

What is an External Examiner?

An External Examiner is an academic from another university, who is employed by the University of Warwick to review and moderate the assessment and marking of our own internal academic staff. Many of our own staff will also be External Examiners at other institutions. External Examiners are usually employed for a period of three years.

Why do we have External Examiners?

External Examiners are really valuable in helping us to ensure that the assessment and marking processes are fair and comparable to other institutions' review assessments, marking and feedback to ensure consistency, fairness and quality in our modules and courses.

External Examiners are appointed to provide the University with assurance that:

- the academic standards of its awards are appropriate,
- standards at Warwick are comparable with those of other higher education institutions,
- assessment processes are fair and appropriate,
- and also, to offer carefully considered advice on good practice and opportunities for enhancement.

What do External Examiners do?

External Examiners are involved in the following activity for each course:

- Review and Approval of module assessments
- Review and Approval of module marks
- Attendance at Exam Boards
- Review of module statistics
- Annual reporting

How can I find out what the External Examiners' feedback on my course was?

Each year, every External Examiner is required to produce a report on all the modules they have reviewed in the academic year. We will share a summary of these reports via your SSLC.

Below is a list of the External Examiners that are appointed for each course.

Please note that this information is updated once per academic year, and is therefore subject to change. The list of External Examiners is for your information only and **under no circumstances** should students attempt to contact an External Examiner directly. External Examiners are not permitted to respond to contacts made by third parties, including students and their representatives. If any such contact is attempted, the External Examiner should report the details immediately to the University, through the Head of Department.

Date page updated: 09/01/25

Next review due: 01/09/25

3.9 Student Finance

If you have queries about any aspect of your course fees including:

- how to pay
- when to pay
- you are having financial difficulties

then please contact Student Finance: https://warwick.ac.uk/services/finance/studentfinance/ (https://warwick.ac.uk/services/finance/studentfinance/)

Many common queries are answered in our Frequently Answered Questions (https://warwick.ac.uk/services/finance/studentfinance/faqs/)

The Fees Team

Email: studentfees@warwick.ac.uk (mailto:studentfees@warwick.ac.uk)

+44(0) 24 765 28471

For queries relating to:

- Tuition / course fee invoices (copies can be reprinted from your Student Records (Evision) account
- Withdrawal / suspension and impact on fees
- SLC / SFE - change of circumstances and course transfers
- Confirmation of Acceptance for Studies (CAS) and updates to payment records
- US loans

The Collections Team

Email: studentcollections@warwick.ac.uk (mailto:studentcollections@warwick.ac.uk)

+44(0) 24 765 28472

For queries relating to:

- Payment reminders received
- Difficulties making fee or accommodation payments on time
- Arranging instalment payments
- How to make a payment (https://warwick.ac.uk/services/finance/studentfinance/makingpayments/methodsofpayment)
- Payments made to the University - receipts are issued automatically.

Making Payments

- Online- You can see your fees statement, pay online via Flywire, set up a direct debit and check your student loan status online by accessing the Finance section of the Student Records system (http://www.warwick.ac.uk/evision).

Page created: 20/08/24

Review due: 01/09/25

3.10 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

See the Student Records website for more information and access to services.

https://warwick.ac.uk/services/academicoffice/studentrecords/students/ (https://warwick.ac.uk/services/academicoffice/studentrecords/students/)

Page last reviewed: 20/08/24

Next review due: 01/09/25

4.1a 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. Most essential 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/)

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.*

When you navigate to my.wbs.ac.uk you will be presented with two options to log in. Mini-my.wbs and my.wbs.

my.wbs

my.wbs is the central, personalised set of resources in support of your programme in WBS. Assessments, marks and feedback, study materials for WBS modules, programme notices and support resources are all on my.wbs.

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, 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 emails and posts short and to the point
- Re-read your email 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

Mini-my

Mini-my.wbs enables you to join your scheduled online activities that are happening right now or in the next hour. You should use mini-my as a fast gateway to current online classroom sessions and study activities. It acts as a gateway for students to access wbsLive classrooms and other time-specific resources, such as assignment submissions and scheduled tasks.

Page reviewed: 20/08/24

Next review due: 01/09/25

4.1b Layout of my.wbs

Responsive Design

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

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

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.

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.

If you are struggling to filter your content effectively, please speak to your Programme team.

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Next review due: 01/09/25

4.1c Using timelines to keep track of activity on 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.

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).

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.

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
- Course News

Page reviewed: 20/08/24

Next review due: 01/09/25

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? Go to your Profile in my.wbs to change your photo. (/-/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.

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Next review due: 01/09/25

4.1e wbsLive Classrooms

wbsLive is an online classroom/meeting space and is available for students on some courses to communicate with each other.

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.

Here is a quick guide to joining a wbsLive session: wbsLive Kaltura - virtual classroom (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/wbs/central/tlenhancement/wbslive-kaltura/)

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).

wbsLive Recordings

Online lectures that are delivered via wbsLive are likely to be recorded. You will be notified when the recording starts so that you can choose to switch off your camera and microphone if you wish not to be recorded. Please note that wbsLive sessions which are recorded will be made available to all students registered on that module occasion in my.wbs.

Recordings will be made available via the module page.

Our wbsLive recordings for our part-time courses will be deleted after 10 years. The deletion schedule will be on 01 October of the 10th year from when the recording was made.

Live Captions

If you need to use live captions during the wbsLive sessions, you can do this in your browser using Google Chrome.

Use Live Caption in Chrome:

1. On your computer, open Chrome
2. At the top right, select the three dots and go to Settings
3. At the bottom of the settings page, select accessibility
4. Click to turn on Live Caption.

Live Caption in Chrome will automatically create captions for audio and video.

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Next review due: 01/09/25

4.1f Editing your Profile

Under your Profile Area you can:

- Update your Profile photo and other personal information
- Access your Academic Record
- Apply for Assignment Extensions
- Access your Agenda and add events to it
- Set your preferences for my.wbs
- Edit email notifications settings for each Channel

The following screencast will give your further information.

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

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Next review due: 01/09/25

4.2 Academic Writing

The WBS Academic Practice (/-/academic/352522/home/) resource aimed at students on all postgraduate taught courses is available for you in the **Skills** menu of my.wbs (see the ribbon along the top of your home page). It is intended that you can dip in and out of this resource, as required.

The resource consists of six topics directly related to assessment at WBS. You can work through each topic consecutively or simply dip in and out of the resource, focusing on those areas of particular interest to you.

- Academic writing
- Comprehension
- Analysis
- Critical Evaluation
- Reflection
- Artificial Intelligence

We recommend that you review this resource before submitting your first assessment.

This resource will also help you to maintain Academic Integrity and avoid plagiarism. Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements. There is more information about academic integrity and avoiding plagiarism in section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/).

You are also strongly advised to complete the Warwick online plagiarism course (https://moodle.warwick.ac.uk/course/view.php?id=44485) to check your understanding with regard to referencing.

Further Support

During the first week of your course, you will take a short writing test which identifies students who may benefit from additional study support.

If you are selected for this support, you will be required to attend compulsory Academic Writing Support classes. These classes run on a Tuesday or Thursday evening in weeks 3-10 in term 1. Classes are 90 minutes long. Students not selected for term 1 sessions will automatically allocated to a condensed version in term 2.

If you feel that you need more support with your Academic writing skills, please contact your Programme Team.

Page reviewed: 01/10/24

Next review due: 01/09/25

4.3 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://warwick.ac.uk/library) for general information, including online guides and tutorials.

Subject specific Library web pages can be found here (https://warwick.libguides.com/Business)

The Academic Support Librarians are able to provide advice about Library services and resources for staff who are putting together course materials and module websites. They can also provide discipline-specific text about the Library for student handbooks. These include:

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

Using other libraries

SCONUL Access is a co-operative venture between most of the higher education libraries within the UK and Ireland. It enables full-time postgraduate and part-time students to borrow material from other libraries, free of charge.

Students wishing to use this service should apply for a SCONUL Access card by completing a registration form which can be found on the SCONUL Access website (http://www.sconul.ac.uk/sconul-access)

Using Online Resources

Find out how to get started at http://go.warwick.ac.uk/lib-getstarted (http://go.warwick.ac.uk/lib-getstarted)

Here you will find video tutorials and guides to some of the Library's key services including the library discovery catalogue.

Detailed information on library facilities, services and resources can be found on the Library website (http://www2.warwick.ac.uk/services/library)

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 Library Search (https://warwick.ac.uk/services/library/) or browsed by subject (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. Using links from Encore and the Library website you will always be prompted for this. Further information about access to electronic resources is available here (http://www2.warwick.ac.uk/services/library/main/electronicresources/passwords)

More guidance on the different types of resource can be found on the Library's Subject Guide for Business (https://warwick.libguides.com/Business)

Borrowing from the library

With your University Card you can borrow books from the Library. Loan (https://warwick.ac.uk/services/library/using/practical-information/borrow/) entitlements can be found on the Library website.

Books will be automatically renewed unless requested by another user. You can request a book that is on loan by making a Click and Collect (https://warwick.ac.uk/services/library/using/practical-information/click-collect-service/) request

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, which must be returned by the date given in the email. 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. Log in through the Library website to view the books you have borrowed, renew books, review your holds and pay fines.

Visiting the library

The Library is open from 24/7, your University Card allows you access.

The Library provides avariety of study environments (http://www2.warwick.ac.uk/services/library/using/libspaces/), ranging from group areas to silent study.

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 Guide for Business (https://warwick.libguides.com/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)

Further help

There is a dedicated notice board (/-/academic/151/home/) for the Library in my.wbs 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 emaillibrary@warwick.ac.uk (mailto:library@warwick.ac.uk)

If you need help finding material for your study, please contact theAcademic Support Librarian team atacademicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk)

Page reviewed: 21/08/24

Next review due: 01/09/25

4.4 IT Facilities

WBS IT Support - eSolutions

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)

University IT Support

As well as a dedicated IT team for WBS, the central University has an IT department which provides support for central systems, as well as some useful IT courses.

IT Training Service | IT Services | University of Warwick
We provide IT training courses for staff and students at the University of Warwick. (https://warwick.ac.uk/services/its/servicessupport/training)

warwick.ac.uk

Your Account details

You will receive both a central **IT Services (ITS) Account** for accessing standard, campus-wide services and a 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 source of communication 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 the wider University
- University of Warwick web sites (sites ending with '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.

How do I get support for personal devices including WiFi?

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

Online Service Portal Need support? Raise a ticket to our WBS IT helpdesk for extra assistance. (https://warwickbs.atlassian.net/servicedesk/customer/portal/2 (https://warwickbs.atlassian.net/servicedesk/customer/portal/2))

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 7 days a week (except for the University Christmas shutdown) from 06:00 am until midnight.

Where can I get free/discounted/additional software?

Software Licences, Portfolio and Administration
Software Licences, Portfolio and Administration (https://warwick.ac.uk/fac/soc/wbs/central/issu/help/kb/software/licences)

warwick.ac.uk

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

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Next review due: 01/09/25

4.5 Student Work Areas

The **PG student lounge** (Room 0.010) and the **PG Learning Space** (Room 1.002) are provided for use by all WBS Postgraduate students. They provide a relaxed environment and contain computers for group work purposes. In the PG Student Lounge you will also find a kitchen with fridges and facilities for making hot drinks and heating food.

Rooms for group work

There are two small rooms within the PG Learning Space (1.002a and 1.002b) that Postgraduate students have exclusive use of and can be booked out for group work. Both of these rooms can seat 10 people, and are equipped with whiteboards and a computer with projector. These can each be booked for a maximum of 2 hours per group per day. These rooms can be booked from 09:00 to 22:00hrs, Monday to Sunday. You can view the room availability here:

my.wbs > Resources > PG Groupwork Room Bookings

Please check the room availability and then go to the Masters reception (2.002) to request a booking, or email WBSMastersReception@wbs.ac.uk (mailto:WBSMastersReception@wbs.ac.uk)

Using WBS rooms for self-study

You are welcome to use some of the lecture theatres and seminar rooms at WBS for self-study at times when they are not booked for use. You can check to see if a room is available for you to use by following the links below. You can find the **building floor plans** attached to this page as well, if you need to check a room location.

The PDFs will be published at the start of the week, for the current week, so if new bookings are made the availability might change. You should always check the **room booking display screen** outside the room before entering, to see if it has been booked since the availability was published. If a room is showing as booked (in red) on the room booking display screen, please be respectful and do not enter. Please be aware that if a room is booked whilst you are using it to study, you might be asked to vacate.

The room bookings for the current week are shown on the PDFs. If there is a block on the timetable, then the room is not available for self-study use at this time. There is not always a module code showing. If you are unsure, please check with your Programme Team.

Please be respectful of other users and make sure that you leave a room as you found it, put back any furniture and clear any rubbish. Personal property and work materials should never be left in a room unattended; as with any public space, items can go missing.

Lecture Theatre	Link to PDF for weekly room availability	Location	Capacity
0.013	https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r121.pdf)	Ground floor	76
0.006	https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r124.pdf)	Ground floor	109
1.009	https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r130.pdf)	First floor	112
3.006	https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r134.pdf)	Third floor	80
0.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36708.pdf)	Ground floor	292
2.004	https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf (https://roombookings.wbs.ac.uk/studentltpdfs/r36716.pdf)	Second floor	120

Seminar room	Link to PDF for weekly room availability	Location	Capacity
0.011	https://roombookings.wbs.ac.uk/studentsem/r122.pdf (https://roombookings.wbs.ac.uk/studentsem/r122.pdf)	Ground floor	25
0.009	https://roombookings.wbs.ac.uk/studentsem/r123.pdf (https://roombookings.wbs.ac.uk/studentsem/r123.pdf)	Ground floor	25
1.003	https://roombookings.wbs.ac.uk/studentsem/r36721.pdf (https://roombookings.wbs.ac.uk/studentsem/r36721.pdf)	First floor	36
1.005	https://roombookings.wbs.ac.uk/studentsem/r36712.pdf (https://roombookings.wbs.ac.uk/studentsem/r36712.pdf)	First floor	26
1.006	https://roombookings.wbs.ac.uk/studentsem/r36713.pdf (https://roombookings.wbs.ac.uk/studentsem/r36713.pdf)	First floor	26
1.007	https://roombookings.wbs.ac.uk/studentsem/r36714.pdf (https://roombookings.wbs.ac.uk/studentsem/r36714.pdf)	First floor	40
1.015	https://roombookings.wbs.ac.uk/studentsem/r167.pdf (https://roombookings.wbs.ac.uk/studentsem/r167.pdf)	First floor	30
2.003	https://roombookings.wbs.ac.uk/studentsem/r36715.pdf (https://roombookings.wbs.ac.uk/studentsem/r36715.pdf)	Second floor	34
2.005	https://roombookings.wbs.ac.uk/studentsem/r36717.pdf (https://roombookings.wbs.ac.uk/studentsem/r36717.pdf)	Second floor	26
2.006	https://roombookings.wbs.ac.uk/studentsem/r36718.pdf (https://roombookings.wbs.ac.uk/studentsem/r36718.pdf)	Second floor	26
2.007	https://roombookings.wbs.ac.uk/studentsem/r36719.pdf (https://roombookings.wbs.ac.uk/studentsem/r36719.pdf)	Second floor	40

WBS Building Access

Access to the WBS Scarman Road building is from 06:00hrs - midnight, 7 days a week, 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 Postgrad Hub

The Postgrad 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 the 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 student.

#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/)

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4.6 Professional Networks

he WBS Professional Networks, based on industry sectors and areas of common interest, bring together students, alumni, staff and faculty for business-related information exchange and updates and work closely with WBS faculty members to ensure a two-way communication between business and academic research. More information can be found here:

Professional Networks | Alumni | Warwick Business School (www.wbs.ac.uk) (https://www.wbs.ac.uk/alumni/professional-networks/)

Group activities vary according to the interests of participants, coordinators and their location. Typical group activities include online discussions via LinkedIn, webinars and face-to-face events.

Currently, we have the following groups running:

- Consumer Products & Retail Professional Network - https://www.linkedin.com/groups/4098847 (https://www.linkedin.com/groups/4098847)
- Entrepreneurship Professional Network (WEPN) - https://www.linkedin.com/groups/2078650 (https://www.linkedin.com/groups/2078650)
- Finance Network - https://www.linkedin.com/groups/2098432 (https://www.linkedin.com/groups/2098432)
- Global Energy Professional Network - https://www.linkedin.com/groups/2098450 (https://www.linkedin.com/groups/2098450)
- Life Sciences and Healthcare Professional Network (LSHPN) - https://www.linkedin.com/groups/2481486 (https://www.linkedin.com/groups/2481486)
- Marketing Professional Network (MPN) - https://www.linkedin.com/groups/8270655 (https://www.linkedin.com/groups/8270655)
- Public and Third Sector Professional Network - https://www.linkedin.com/groups/2098421 (https://www.linkedin.com/groups/2098421)
- Real Estate Professional Network - https://www.linkedin.com/groups/8411592 (https://www.linkedin.com/groups/8411592)
- Strategy and Consulting Professional Network - https://www.linkedin.com/groups/2098454 (https://www.linkedin.com/groups/2098454)
- Technology Professional Network - https://www.linkedin.com/groups/2098463 (https://www.linkedin.com/groups/2098463)
- Women's Professional Network - https://www.linkedin.com/groups/2008240 (https://www.linkedin.com/groups/2008240)
- Media & Entertainment Professional Network - https://www.linkedin.com/groups/4098818 (https://www.linkedin.com/groups/4098818)

Membership is open to all WBS alumni and students and there is no restriction on the number of groups you can join.

Connect with over 24,000 others!

The main WBS Alumni Community LinkedIn (https://www.linkedin.com/groups/1524) Group is a great way to connect with your fellow WBS students and alumni.

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4.7 Financial Times and The Economist Subscriptions

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)

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.

Access to The Economist

The University has a subscription to The Economist website and app, providing students with free access. Please follow the registration steps below to gain access:

Step 1

Register on *The Economist* website: **https://myaccount.economist.com/s/login/SelfRegister (https://myaccount.economist.com/s/login/SelfRegister)** using your **@warwick.ac.uk** email address

Step 2

You will receive a verification email titled "You've been given an Economist subscription" from no-reply@economist.com (mailto:no-reply@economist.com), where you can verify your email address (this email may go into your junk folder)

Step 3

You will be returned to **economist.com** and will have full access to the University of Warwick subscription.

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4.8 Ebooks

Introducing your online textbooks

Some modules may have a set textbook, which will be provided as an eBook via the VitalSource platform called Bookshelf.

We provide you with eBooks as they offer a great deal of flexibility and complement your mode of study. You can access your book on the go, online and off line, and across a range of devices. The eBook platform has a range of study-related features including highlighting, notetaking and sharing.

VitalSource is a market leader in providing eBooks for academic study. We purchase eBooks directly from the publishers who provide them to us via the VitalSource platform called Bookshelf. Bookshelf Online can be accessed using a web browser. The Bookshelf app can be downloaded to your device for off line use.

Using and downloading your eBook

Your eBooks will be available to read **online** for 12 months only. Therefore, **you are strongly encouraged to download your eBook as soon as possible**. Downloading your eBook to the Bookshelf app will grant you extended off line access. You can download your textbook for off line use to 2 static and 2 mobile devices.

The first time you access your textbook you should do so from within my.wbs. This is so that the eBook platform will ensure you are recognised as a Warwick student and you will have access to the books you have been allocated and are entitled to.

For detailed guidance on how to download your eBooks and an overview of the features available please refer to the eBook help page. The help page can be found under the **eBook tab on any module page**, or by selecting your profile area in the top right-hand corner of my.wbs, selecting **eBooks Bookshelf** and scrolling to the bottom of the page.

If you have any difficulty accessing your eBooks please let your Programme team know.

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4.9 LinkedIn Learning

This online digital learning platform features over 20,000+ expert-led courses across a vast range of topics spanning business, technology, software and creative skills, wellbeing, personal development and much more.

How do I access it?

You will be able to access the full LinkedIn Learning library, free of charge, via this link - LinkedIn Learning (https://www.linkedin.com/learning-login)

Enter your University of Warwick email address to log in, in the format: name.name@warwick.ac.uk or see the knowledge article for a guide: How to log in to LinkedIn Learning (https://warwick.service-now.com/kb?id=kb_article_view&sysparm_article=KB0003021)

Why LinkedIn Learning?

LinkedIn Learning is an online, data-driven learning platform designed to provide a personalised learning experience. Based on your interests and goals, you can create customised learning paths, set reminders and track your progress. This approach ensures that you can learn efficiently and effectively, maximising the impact of the time you invest. You can access it from anywhere, on any device, at a time that suits you best. This flexibility will allow you to integrate learning into your busy schedule seamlessly.

In today's rapidly changing landscape, we're proud to offer high-quality training that is vital for you to enhance your expertise, drive innovation and provide exceptional technology-enabled experiences, ensuring that you gain valuable knowledge and skills that are relevant to your academic and professional pursuits.

Take your Learning with you

Stream courses from anywhere or download them for offline viewing on the LinkedIn Learning app.

Learn at your own pace

Watch for just a few minutes or go in-depth with learning paths covering technology, business, and creative skills.

If you experience any technical issues accessing LinkedIn Learning, please visit IDG's LinkedIn Learning Information and Access Page (https://warwick.ac.uk/services/idg/learning-resources/linkedinlearning/)***in the first instance. If you need further help, please contact IDG's Service Desk*** (https://warwick.ac.uk/services/idg/services-support/)***.***

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Next review due: 01/09/25

5.1 Pre-Module Preparation

Introduction

Before your module begins, pre-reading materials and lists will be available on my.wbs. The primary goal of pre-reading is to familiarise yourself with key ideas and cases, so lecturers can assume everyone has a basic understanding of the subject. Pre-reading can be challenging due to the volume of material.

There are several elements to pre-reading, and it's essential to complete the required tasks. This may involve reading a case study and preparing answers or reviewing important introductory material.

Prioritise effectively. Some recommended reading can be done after lectures when it might make more sense. Subject overviews and additional resources can be especially useful when applying models and tools in assignments.

- **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.

Case Centre Case Studies

Links to case studies that have been purchased from the Case Centre are provided for your personal use on a particular module, for which you are registered. You may download and print one copy of a case for your personal use. The case studies for each module will expire on a specific date and will not be available to you after this date. We recommend that you **download them immediately**.

When you have taken your copy of the case studies **you may not make further copies,** share them with or sell the materials to any other person, or use them for any purpose not

Tips for Effective Pre-Reading

Managing Your Time

The time needed for pre-reading varies by module, depending on the volume and complexity of the material, and whether you need to analyse a case study and answer questions.

1. **Assess and Prioritise:** Determine how much reading is required and what should be prioritised, especially if you're balancing other assignments.
2. **Allocate Time:** Consider what you want from the course when deciding how much time to allocate. Some modules may require longer, focused sessions, while others can be handled in shorter blocks of time.
3. **Adapt to Your Learning Style:** Decide whether you need a rigid schedule or can work flexibly. Reflect on what works best for you, and maintain a work-life balance.

Engaging with the Material

1. **Understand and Apply:** Each module varies, so adapt your approach. Ensure you're prepared to contribute to group work without compromising your personal life.
2. **Check Your Understanding:** Use lectures, fellow students, and online discussion boards to clarify difficult concepts. Form informal support groups to discuss materials.
3. **Active Reading:** Try to be active in your reading and avoid just staring at the page and hoping that it's going in! Highlight key areas, take notes, and relate the material to your business area or general knowledge.
4. **Preparation:** Familiarise yourself with the material so you can quickly reference it later. Even without specific questions, analyse the case studies to understand key events and characters.

Practical Considerations

1. **Choose the Right Environment:** Decide where you'll do your reading based on your need for concentration or flexibility.
2. **Familiarise Yourself Quickly:** Scan contents and summaries to get an overview, especially if dealing with large amounts of material.

The Value of Pre-Reading

The importance of pre-reading varies by module. Some lecturers may not cover pre-read content during lectures, so be prepared. Familiarity

with the readings helps ensure effective syndicate sessions and allows you to gauge your comfort level with the subject.

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.

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5.2 Attendance

At postgraduate level, students are expected to be autonomous learners and active participants in their education. Attendance monitoring will take place throughout the academic year.

If you are prevented from attending a lecture, workshop, seminar or study trip because of illness or serious personal problems, you must inform your Programme Team as soon as possible. Give the reason for your absence and say when you think that you are likely to be back in attendance. Failure to do this may result in you missing your monitoring points and further consequences.

For more information about course attendance and attendance monitoring please see section 3.2 Course Attendance. (/-/academic/37360/resources/in/381545,381558/item/786740/)

Engagement

As well as attending all your scheduled taught sessions, you are expected to engage with the class by:

- Participating in class discussions by sharing your thoughts
- Asking relevant questions
- Answering questions
- Speaking clearly when it is your turn to contribute
- Being critical of ideas and theories without being critical of other people
- Being respectful and actively listening to others.

Actively participating in your classes will help you to remain engaged and retain more information, as well as a deeper understanding of the subject matter. It is also good practice for your to be able to organise your thoughts and articulate your opinions clearly. In some of your taught modules, there might be marks awarded for class participation.

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5.3 Face-to-Face Teaching

WBS face-to-face teaching sessions have a range of elements including traditional lectures, workshop-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 workshop-lectures, and group work have different purposes:

- Lectures or workshop-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 maximize the learning and the pleasure by doing the preparation and arriving with the right mindset.

Sitting in additional modules

We are sometimes asked by students if they are allowed to sit-in (or audit) other modules in addition to the ones they are registered for on their course. We have thought about this a lot over the years, as we always try to accommodate students' requests if we can. Unfortunately, we do not allow students to sit-in on additional modules during their course for a number of reasons:

- Your course schedule is 180 credits, which equates to 1800 hours of learning effort, not including any additional activities. In reality, this leaves little spare time to take additional modules. Indeed, it would just add to the pressure of studying your own modules which do count towards your degree. We want to support you as best we can to achieve your potential!
- We know that you have every good intention of committing to attending additional lectures. However, years of observation and experience have taught us that those good intentions quickly fade once the workload of assessed modules becomes apparent, or other priorities take over.
- Experience has taught us that students who are not studying a module for credit have the potential to disrupt the module for those students (and teaching staff) who are fully registered on the module, as time-keeping and full attendance may not be a high priority for them.
- It can also be challenging to manage the teaching experience for our academic staff when they don't know how many students to expect, and the number in the class fluctuates during the module. On some modules, there may also be capacity issues.

Page last updated: 28/02/24

Next review due: 01/09/25

5.4 WBS Classroom etiquette

The purpose of this guidance is to help you, and your fellow students, get the most out of your learning experience and to make sure that you don't do anything that undermines the experience of your peers. The guiding principle is that your actions should enhance, not disrupt, our learning community. So please…

- Prepare:

  read through any handouts or other preparatory material before your lecture/ seminar.
- Think:

  about what you want to get from the experience.
- Engage:

  by being present and actively listening and processing the information being delivered to you.
- Participate:

  fully, in activities asked of you by your lecturer
- Be punctual:

  as arriving late is disruptive and detracts from your fellow students learning.
- Be respectful:

  always be mindful of fellow students' perspectives.
- Be considerate:

  making sure you don't distract your peers by talking, leaving and re-entering the classroom (unless as part of a classroom exercise) or eating.
- Question:

  be ready to question, and answer questions when invited to do so.
- Reflect:

  on preparatory material, the material you are engaging within the class and the contribution you are making to the learning of others.
- Use mobile technology appropriately:

by only using it if your lecturer asks you to or has stated they are happy for you to use it for translation or note taking purposes. Be mindful not to disrupt other students' learning by using mobile technology for other purposes.

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5.5 Participating in Lectures

Your approach to participating in lectures is going to depend on you and how engaging, interesting or otherwise you find a particular lecture. See section 1.4 (/-/academic/37360/resources/in/381545,786678/item/786684/) for more information about what we expect from you in the classroom.

Be attentive and don't rely totally on the content of the lecture slides. Not all Module Leaders will upload their full slides to the module page in advance of the session. This is so that students engage fully with the content and do not 'read ahead'. Be prepared not to always have the lecture slides to hand during the taught sessions. Doing all your pre-reading will prepare you for the lecture so that you are able to get the most of your taught sessions.

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.

Some people 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.

Page last reviewed: 05/09/22

Next review due: 01/09/25

5.6a Successful Group Work

In various modules that form part of your degree you will be expected to work in a group to complete a task that may or may not be assessed (that is, contribute to your overall grade for the module). Generally, you will be assigned to a group by your Programme Team and you won't have a choice of who you are working with in the group.

Why do we include group work in your course?

- It is an essential life and work skill to be able to work collaboratively and successfully with others to achieve common ends.
- There is a lot of learning to be gained from reflecting on how others and yourself approach tasks.
- Creative conflict is productive.
- Group work can be fun.
- Assessed group work assesses performance aspects that other types of assignments cannot measure.
- Employers place a lot of emphasis on employees' abilities to work productively and collaboratively within teams (most businesses, and therefore jobs, require this skill).
- When groups work well, students learn more and produce higher quality learning outcomes.

Please see the next section, When things go wrong in your team, for guidance on what to do when things are not going well in your team.

What makes a good group?

A mix of personalities, learning styles and agendas

Consider the fact that an assessment 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 group that you will be working with. It is inevitable that there will be minor personality clashes and highly competitive personalities circling, but groups should be able to accommodate these.

A successful 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 group time can be used effectively. Some successful 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.

Develop support groups

A 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 groupwork 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 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 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.

Page last reviewed: 19/12/24

Next review due: 01/09/25

5.6b When things go wrong in your team

Not all group work tasks run smoothly. Groups can encounter problems early in the process when, for example, where difficulties arise between members of the group, or one member of the team does not appear to be contributing appropriately. It is important that you address these issues as they arise, not once the task is over and the peer assessment process has started.

Please also see attached below the WBS Group Work policy which outlines the process for students who fail to engage with group work tasks. Participation in group work is compulsory. If you do not participate, then you may be awarded a reduced mark (via the peer assessment process) or even **a mark of zero** for the group work element of the module. Also attached is a WBS guide for successful group work to help you understand what is expected of you during group work, and also some of the common issues faced.

Overview and Principles for team work:

- Conflict is inevitable and natural in any team work, but it can also be a source of learning and improvement if handled constructively.
- The team members are expected to respect each other's opinions, perspectives, and feelings, and to communicate openly and honestly with each other.
- The team members should use positive and constructive language, and express their needs and expectations clearly and respectfully.
- The team members should be willing to compromise and cooperate with each other, and to acknowledge their own mistakes and contributions.
- The team members should seek feedback from each other on their performance and behaviour, and provide constructive feedback in return.

Addressing a Problem:

- The team members are encouraged to address any issues or concerns that arise in the course of the team work as soon as possible, and to seek a mutually acceptable solution.
- The team members should avoid personal attacks, blaming, or criticising each other, and instead focus on the facts, goals, and interests of the team.
- The team members should listen actively and empathetically to each other, and try to understand the other person's point of view and feelings.
- If the team members cannot resolve a conflict by themselves, they should seek the help of a third party, such as a supervisor, a mediator, or a facilitator, who can assist them in finding a resolution.
- The team members should document the outcome of the conflict resolution process, and follow up on any actions or agreements that were made.

What does non-participation look like?

We expect a student participating in group work to have the following characteristics:

1. Consistent attendance at meetings set up by the group, and when attending, contributing to discussions through presenting their opinions, or constructively feeding back on the opinions of others.
2. Committing to taking on roles or tasks as defined by the group, and delivering on these commitments (for example writing a specific section of a presentation, reviewing the work of another group member, collecting data, acting as one of the presenters).

Some characteristics of group members that would indicate non-participation might include:

- Infrequent attendance at scheduled meetings by the group.
- Attending 'online' for meetings that are scheduled as face-to-face, without the support of the group.
- Not completing preparatory work agreed for group meetings.
- Not replying to emails, when directly communicated to by the group.
- Consistently failing to deliver, or late delivery, to commitments made with the group.
- Refusing to contribute to the fair distribution of work such as authoring sections of written work, or reviewing constructively the work of other group members.
- Deliberate segmentation of the group, for example working with only select members of the group, or refusing to engage in dialogue to resolve 'group issues'.

What Steps Should we follow?

We encourage groups to resolve their issues themselves, before seeking intervention, by following the steps below.

1. Step One:

Your first action should be to try and resolve issues as a team; perhaps by holding a special meeting to discuss the issues that have arisen. It may be helpful for the team to refer to (or create) documents such as:

1. Your team charter.
2. Any minutes/notes of your previous meetings.
3. Emails and messages sent within the team.
4. The Dignity at Warwick policy (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy).

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from the team member, an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 2.

2. Step Two:

If this does not address the issues you are encountering as a group, then:

1. Collect evidence (see below for details).
2. Arrange a consultation with your Programme Team who will be able to advise.

Possible outcomes:

- You are able to resolve issues and continue working.
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.
- You are unable to reach a resolution. Proceed to Step 3.

3. Step Three:

If the group is still encountering issues, then it may be necessary for the Programme Team to organise a mediated session for the Group.

Possible outcomes:

- You are able to resolve issues and continue working
- You agree as a team what the appropriate next steps are. This could be a verbal/written apology from a team member(s), an agreement to work together in a different way going forward or something else.

If after all this, the group is still not functioning:

For the wellbeing of all concerned, we cannot let dysfunctional group work continue. If the group are not able to resolve the problems then the Programme Team could:

1. Remove anyone who isn't contributing to the teamwork - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
2. Remove anyone who is, on the balance of probabilities, the main protagonist in the dysfunction of the group - this student will receive a zero for this component of the module (the remaining team members will receive the mark awarded).
3. Dependent on the situation, the Programme Team may seek further action via the Dignity at Warwick Policy or Regulation 23 or Regulation 36 (see below for links).

One written warning of the intended action will be issued before this course of action.

Collecting Evidence

It is important for you to collect evidence that will support your evaluations of each other's contributions to group tasks.

It should be possible to support peer-assessments with some evidence. For example, signed minutes of group meetings will demonstrate who was there and what they contributed to the task. This evidence can help group members to form a judgement but will also be used if a member of the group feels that they have been treated unfairly and wishes to raise a complaint. You could also a agree and sign a group 'charter' which specifies the behaviours that you expect of each other and agrees minimum requirements for meeting attendance and so on.

Other evidence that may prove useful includes paper copies of data collected, records of email correspondence, copies of presentation materials developed by individual members of the team or drafts of pages developed for a group report. Teams who meet virtually via wbsLive could use recordings of their meetings as supporting evidence. This guidance includes templates for a Team Charter and Meeting Record, which you are strongly advised to use.

Useful links:

Wellbeing Support Services (warwick.ac.uk) (https://warwick.ac.uk/services/wss/)

Dignity at Warwick (https://warwick.ac.uk/services/humanresources/internal/a-z/dignityatwarwickpolicy)

Reg. 23 Student Disciplinary Offences (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary)

Reg. 36 Student Registration, Attendance and Progress (warwick.ac.uk) (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

Students' Union Advice Centre (https://www.warwicksu.com/advice/)

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5.6c Templates for group work records

Team Charter

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. This group charter is designed to help your group set some ground rules and goals. Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future. As a group, discuss and complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Virtual Teams: *Discuss this charter at your first meeting using wbsLive*

Think about how you will keep a record of the charter. You could, perhaps, take a photo of the completed charter, and email it around the group.

Virtual Teams: *Appoint a member of the team to post a copy of the completed charter on the homepage of your group space, or to write it up in a forum post (members of the group can then indicate their agreement by replying to the post).*

Name of Group:

-

Ground Rules:

- How often will we attempt to meet?
- How long will our meetings be?
- Where will our meetings take place?
- When is it okay to miss a meeting?
- How do we inform each other when we can't attend a meeting or we are running late?
- What does 'on time' mean?
- How will we deal with lateness to meetings?
- How do we deal with members who don't participate enough, participate too much or distract the group from its task?
- How are we going to make decisions?

Goals

- What is our group trying to accomplish?

Our commitment to the charter

We agree with the answers in this charter and we will try our best to uphold them.

Names of group members:

-

Team Meeting Report

Virtual teams: *You could take it in turns to write up a record of meetings, and then post the file as a resource in the group study space.*

The report should include the following elements:

Name of Group:

-

Date of Meeting:

-

Members Present:

-

Members absent:

-

Summary of Meeting:

-

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5.6d Group work FAQs

What if my own personal circumstances are preventing me from participating fully in group work?

If health or personal issues prevent you from participating fully in the group work task, please inform your module leader or Programme Team as soon as you can. You are not expected to disclose personal details to the other members of the group unless you feel able to do so.

What happens if I am accused of harassment or bullying?

If you are approached informally by someone or on behalf of someone about your conduct or behaviour you should carefully consider the information provided as it may be that you have upset or offended someone unintentionally. If that is the case the person who approached you may be content with your explanation and an apology, together with an assurance from you that you will not repeat the conduct or action.

If you are approached about informal allegations in relation to your conduct or behaviour and mediation is proposed as an option then you should carefully consider this as a helpful way forward to resolve the concerns raised. Mediation will only be viable where both parties agree to mediation.

If a formal complaint is made about your behaviour this may be considered in line with the relevant disciplinary procedures, in particular Regulation 23 on Student Disciplinary Offences which is available at www.warwick.ac.uk/calendar/section2/regulations/disciplinary (http://www.warwick.ac.uk/calendar/section2/regulations/disciplinary)

You will have a Student Liaison Officer and the right to be accompanied by a supporting person in any formal meetings you are invited to attend in relation to the allegations, to receive relevant information on the allegations, and the right to respond to the allegations.

Should an allegation be made against you, do remember that there is a range of services that could provide you with support as set out in section 2.3 above, including Report and Support, Wellbeing and Student Support and the Students' Union Advice Centre.

The University will take appropriate action to ensure that anyone who believes that they are the subject of harassment or bullying does not suffer victimisation for having brought the complaint.

The University will respect the particular sensitivity of harassment complaints and their consequences as well as the need for the confidentiality of records concerning allegations or complaints of harassment.

An example of conflict in team work

Ella, Ram, Xiang, and Sarah are assigned to work on a group project for their marketing course. The project involves conducting market research and developing a marketing plan for a new product. Ella is the leader of the group, and she assigns tasks and deadlines to each member. Xiang is responsible for designing the survey, Ram is responsible for collecting and analysing the data, and Sarah is responsible for creating the presentation.

However, Xiang and Ram have conflicting expectations about the quality and scope of the project. Xiang wants to do a thorough and comprehensive survey, while Ram wants to do a quick and simple survey. Xiang thinks that Ram is lazy and unprofessional, while Ram thinks that Xiang is a perfectionist and unrealistic. They start to argue about their preferences, and ignore each other's feedback and suggestions. They stop communicating with each other, and work on their own parts separately.

As a result, the survey is inconsistent and incompatible with the data analysis, and the presentation is unclear and confusing. The project receives a low grade, and the group's reputation and relationship are damaged.

They could have avoided this conflict by:

- Communicating openly and honestly with each other from the beginning, and sharing their opinions, perspectives, and expectations.
- Respecting each other's preferences and expertise, and acknowledging that there is more than one way to conduct market research.
- Listening actively and empathetically to each other, and trying to understand the other person's point of view and feelings.
- Focusing on the facts, goals, and interests of the group and the course, rather than on their personal preferences or ego.
- Seeking feedback from each other on their work, and providing constructive feedback in return.
- Compromising and cooperating with each other, and finding a balance between their different styles and ideas.
- Seeking the help of a third party, such as a tutor, a mediator, or a facilitator, if they cannot reach an agreement by themselves.

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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 (assessment question, assessment criteria, word count and structure) 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 (/-/academic/37360/resources/in/381545,786874/item/786878/) 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 Assignment

This could be any assessment which is completed with a group of your peers. For example, you might be asked to produce a:

- Group presentation
- Group video
- Group report
- Or other variations of assessed group work.

N.B. Student groups are usually decided in advance by the programme team.

Your group assignment usually makes up no more than 30% (subject to exceptions) of your overall module mark and could be subject to peer assessment (see below). 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; you should agree in advance which person in your group will submit the final document. Producing a single piece of work as a group will be challenging. See Section 5.6 (/-/academic/37360/resources/in/381545,786771/item/786779/) for more information and tips on working in groups, as well as the WBS Group Work policy.

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. See section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more information about how peer assessment is applied.

All assignments (individual or group) are to be submitted online via my.wbs. See Section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) **for further instructions on how to submit your assignment online.**

Examinations

It will be made clear on your module page on my.wbs whether your exam is online or in person. Check on the Assessment tab of each module page for more details.

In person exams

These are traditional large-scale events, where questions are asked and you are required to hand write your answers within a given time limit. All in person exams will take place physically on campus under exam conditions. For more information about exams, please see Section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

Online exams

These are open-book timed assessments which take place via my.wbs. You will be able to download your exam question paper from a certain time and given a window in which to write your answers and upload via the module page. It is your responsibility to ensure that you have a stable internet connection on the day of the exam. If you need to sit the exam on campus to access stable internet, please contact your Programme Team. More guidance on how online exams work is available in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/786882/)

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6.1b Academic Integrity

Academic integrity (https://warwick.ac.uk/students/supportservices/academic_integrity) means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected.

Lack of academic integrity (academic misconduct) refers to:

- acts or omissions by a student that gives, or has the potential to give, an unfair advantage either to themselves or someone else;
- activities likely to undermine the integrity essential to scholarship and research.

Cheating devalues your qualification not only for you, but for all students, and it does nothing to increase or enhance your own learning. It can also have very serious consequences for you.

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

Key resources for understanding academic integrity and avoiding plagiarism:

- Academic Practice module (/-/academic/352522/home/) - WBS has produced a resource on my.wbs that will guide you through all aspects of good academic practice. This is available on your my.wbs homepage under 'Skills'
- Avoiding Plagiarism - (https://moodle.warwick.ac.uk/course/view.php?id=44485)This tutorial aims to provide you with the tools that you need to understand what plagiarism is and what its consequences might be. You are strongly advised to complete this online plagiarism course to check your understanding with regard to referencing.
- Introduction to Referencing (https://moodle.warwick.ac.uk/course/view.php?id=42643) - Learning what referencing is, why it is important and when you need to use it.
- Regulation 11 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)
- Proofreading Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)

Academic misconduct

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

Academic misconduct 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. (see also the section on Academic Integrity and Artificial Intelligence)
- **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. This may include work on other modules and work you may have submitted at other institutions. You should check with your module leader what is allowed, especially if you are doing a resit assessment. If it is allowed, you should make sure that the work is 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.

Plagiarism

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

Examples of these kinds of plagiarism include:

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

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.

You 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 self-plagiarism 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.

Avoiding plagiarism

- Identify which key sources you may need to read and reference in good time before you start your assessment
- Always be honest in your bibliography or literature review - it's often the first place markers look when they start reading your assignment. It will also help you identify gaps in your own preparation if you only include sources you have genuinely consulted.
- Read widely, and consult scholars who disagree with each other on theories or ideas and decide where you stand on the topic in question; just be sure to demonstrate how the existing literature has informed your writing, even if you come to your own conclusions
- Don't be afraid to use your own words - you'll learn more, find your own voice as a writer, and your work will be more interesting to read. Just make sure you reference each theory and concept as well as each quotation, and be careful not to paraphrase or to stitch others' ideas together as your own.
- Organise and structure your work in your own way, this will help you develop your thinking and research on the subject and avoid inadvertently replicating others' lines of argument or discussion
- Check what the academic integrity conventions are in the subject you are studying. If you are taking a module outside your usual department, don't be afraid to ask a member of staff what the conventions are, as each subject can be slightly different.
- In some subjects, it may be expected that you will acknowledge your use of particular methodologies, analytical tools or software in preparing your assessment - don't forget to make a note of these as you go along

Turnitin

Turnitin is plagiarism detection software that is used by WBS, and the University, to assist in identifying matches in millions of books, journals, webpages and previously submitted documents. Almost all UK universities use Turnitin to assist in preventing plagiarism in student work. Turnitin is not used in isolation to make a judgment on plagiarism, but it does provide information on which an academic judgment is then made.

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/).

Exam Cheating

Face to face exams

If an exam invigilator suspects that a student is cheating in an exam (e.g. by looking at or sharing the work of another student, by taking in notes, or by accessing storage or portable devices during the exam), the invigilator will make the student aware of their suspicions and warn them that a report will be made.

The student will be allowed to complete the exam and afterwards a report will be made to the WBS Academic Conduct Panel.

Online exams

Many online exams are Open Book exams. This means that you are allowed to access module materials, notes, resources, references and the internet during the assessment. You must avoid copying directly from these materials. It is not good practice to cut and paste regardless of whether attempts have been to reword it or not. The rules around plagiarism still apply. Exam answers should be your original work written directly for the exam questions.

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/academic_integrity) and it is recommended that you familiarise yourself with this. Regulation 11 should be read in conjunction with the University Guidance on Academic Integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/guidancereg11/.).

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.

Students who are subject to academic integrity proceedings will find it helpful to seek advice and support from the University of Warwick Students' Union Advice Centre and Wellbeing and Student Support Services (https://warwick.ac.uk/services/wss/) .

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 does WBS deal with cases of suspected cheating or plagiarism?

Consequences of failing to meet standards of academic integrity include:

- The policies are strict even if it's the first time your work has not met standards of academic integrity - you should expect to get a lower mark or be asked to take the paper again
- Even if your work has been found not to have met standards of academic integrity after you've graduated, you may be investigated and your degree may be withdrawn
- You could fail the assignment
- You could fail the module
- You could be removed from your course

- It could prevent you from practicing your chosen career (e.g. in medicine, teaching, social work)

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

If you have any questions about plagiarism or academic misconduct, please contact your Programme Team for more support.

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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 (unless there is a risk of collusion or a conflict of interests; for instance, by those on the same course or module), 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.

The University Proofreading Policy (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. Please also see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/#/) for more guidance on proofreading and editing.

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6.1d Peer Assessment

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 of 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 (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. The peer-assessment is confidential and you should not discuss your assessments with any other student.
6. Where the process is used summatively the peer-assessment will have an impact on the mark you receive for the group work. Your group's assessments of your contribution to the task is used to create a scaling factor for the adjusted part of your mark:

- A scaling factor above 1 indicates you have contributed above the group average.
- A scaling factor below 1 indicates you have contributed below the group average.

You can view both your peer assessment result (scaling factor) and adjustment to your final mark due to peer assessment on my.wbs under any module that utilises peer assessment. Please see the attached pdf 'Peer Assessment - how your mark is calculated', as well as a link to a tool you can use to calculate your mark 'Peer Assessment Calculation Tool'.

6. You MUST submit your peer-assessment where the process is used summatively. If you fail to submit your peer assessment, your scaling factor will be zero.

Please see the attached student guide 'Self- and Peer-assessment of Team-working Behaviours: Guidance for Students' for more details about the peer assessment process.

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6.1e Use of Artificial Intelligence in Assessments

Guidance on the use of ChatGPT and other AI tools in academic learning

Developments in Artificial Intelligence (AI) tools, such as ChatGPT, are becoming increasingly popular and receiving a lot of attention for their potential use in higher education. While ChatGPT could be used to support your learning, it is important for you to be aware of the limits of ChatGPT and other AI platforms, as well as the risks to academic integrity.

It's important to remember that ChatGPT or other AI tools **should not** be used for:

- Replacing learning. AI may be useful in helping you develop your skills, but it should not be used for replacing learning. Developing your expertise and deep understanding of a subject takes time and AI should not be considered a short-cut to this.
- Creating content for your work which you present as your own work. This is plagiarism.
- Synthesising information (for example asking AI to summarise a number of arguments without having read the sources yourself). You will not be able to show your individual thinking and ideas. It is important that you are able to intellectually own your work.
- Rewriting your work or for translation. The University's& nbsp;proofreading policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading/)sets out the rules for using third parties to proofread assessments, and this includes using AI proofreaders. This means you cannot write part or all of your essay in one language and use AI (or anyone else) to translate it into English.
- Gaining an unfair advantage. This is academic misconduct.

Your Assessments

The permitted use of ChatGPT and other AI tools will vary between assessments. You must read your assessment briefs carefully to see if it allows you to use ChatGPT or other AI tools. If you are unsure about what is allowed then you should talk to your module leader.

Artificial Intelligence and Referencing

Where you are allowed to use ChatGPT or other AI tools you should make sure that you clearly acknowledge how you have used them. Any work you submit at WBS requires a declaration that you agree to the University's regulations on academic integrity (https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/). This includes a statement that your work is your own original work. When you submit your work an automated coversheet will attach. It will ask you to tick a box to say whether you have used AI or not. If you select yes, you will need to briefly outline which AI tool you have used, and what you have used it for. Further guidance can be found via the University's Academic Integrity webpages (https://warwick.ac.uk/students/supportservices/academic_integrity).

AI generated text cannot be presented as your own work. Like any other resource used in the creation of your work, you need to acknowledge and reference that you have used AI-generated content.

If you choose to include AI generated content in any assessment you **must do the following**:

- **In text**, a clear reference must be made to the AI tool utilised alongside the year. Multiple references within the same year should be indicated through the use of letters after the year e.g. '(ChatGPT, 2023a)'
- **In your reference list/ bibliography,** you must reference the tool, version of the tool, full date that the text was generated, e.g.: 'ChatGPT, 2023a: Response generated on 10 April 2023, retrieved from OpenAI's GPT-3.5 (https://chat.openai.com/chat (https://chat.openai.com/chat))) (https://chat.openai.com/chat))'
- **Keep a careful record** and browser history of what you accessed and when in case you are asked later about this. It is recommended that you keep this for at least the duration of your studies.

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism - a form of academic misconduct involving presenting someone else's work or ideas (in this case AI generated materials) as your own.

Examples of misuse of ChatGPT and other AI tools include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is not yours, but you present it as yours;
- Copying or paraphrasing whole responses of AI-generated content without correct attribution and explanation;
- Using an AI to complete parts of the assessment so that the work does not reflect your own work, analysis, evaluation, or calculations;
- Failing to acknowledge use of AI tools when they have been used as a source of information through appropriate referencing and detailing of how the AI tools were used;
- Incomplete or poor acknowledgement of AI tools; or

- Submitting work with intentionally incomplete or misleading references or bibliographies.

Challenges in using generated content

AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace. You should be aware of the challenges in using AI-generated content in your study and in your assessments, and always think critically when using AI.

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools may help you develop these skills and to progress in your own learning journey throughout your course, but should not be relied on in their entirety; it is your responsibility for ensuring that you fulfill the assessment brief and develop the skills you need to develop in order to succeed in your future career.
- You're unlikely to be able to use generated content to meet the specific module learning outcomes that WBS requires and to fulfill the true context of our assessment briefs.
- You remain responsible for the narrative and arguments of your own work, so you need to make sure that the facts and figures used, and models referred to in your work, are verified and accurate - don't trust any content that is generated that you haven't double checked!
- AI models can produce incorrect or biased information that may not reflect your own opinions, nor align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source and if their use is felt necessary, should only be used in conjunction with other sources.
- AI tools aren't necessarily able to obtain information that isn't available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by your module leader, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and to understand the nuance of different academic arguments or writing styles.

If you have any questions about academic integrity and referencing you should discuss this with your Module and Seminar/Workshop Leaders in the first instance.

To learn more about artificial intelligence and how to effectively use it in your studies, you should visit the Academic Practice module. (/-/academic/352522/resources/in/1756872,1756867/item/1756797/#/)

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6.1f Open Book Assessments

In policy and guidance 'book' means any static electronic or physical resource including, but not limited to, reference books, journals, lecture notes and webpages. In does not include interactive electronic resources such as forums or social media. You should check in advance with the module lead whether there are any restrictions on the types of books you are permitted to bring into the examination space.

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.

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6.1g 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?

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6.1h Open book Assessments - On the Day

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.

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6.1i Marking & Assessment Criteria

Marking Criteria

Markers use the attached marking criteria when marking postgraduate assignments. There is also separate marking criteria for Dissertation marking. Six versions of the marking criteria are available (**attached below**); 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.

These marking criteria 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.

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.

Assessment Criteria

Your Module Leader should also provide you with guidance for each assignment and assessment criteria. These will be different (contextualised) 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.

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

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6.1j What happens if I fail an assessment?

It is important to realise that failing an exam or assignment first time around is NOT the end of the line for your study. This guide will help you to understand the next steps and options. Please also see section 7.4 (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about your progress and different types of modules.

Do I have to pass all components of a module?

No, it is the final overall module mark that counts. Even if you fail one of the individual components (#h_68067469045170265554601 9) of the module assessment (e.g., the class test), this does not matter, as long as your overall module mark is 50% once all the individual elements are combined.

The only exception to this is the Dissertation for MSMF, where you must pass both components.

Will I have an opportunity to resit?

For each module (including your Dissertation or Business in Practice module), you can have ONE resit (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/remedyingfailure) attempt if you do not pass the module overall on the first try. So, you have have a maximum of TWO attempts at everything should you not pass first time around (except in cases of academic misconduct).

If your final overall module mark is less than 50%, then you will have an opportunity to resit, also called remedying failure; however, you cannot resit a module which has been passed in an effort to improve your grade.

Are resit marks capped?

Yes, resit overall module marks are capped at 50%. You will still be able to see your "actual" mark for individual components, but the official overall mark for a resit module is 50%.

The only exception to this is where you have submitted a mitigating circumstances case at the time of your initial assessment, and this has been accepted. In this case, you might be granted a resit as a first attempt as a result of your mitigating circumstances, therefore your actual resit marks would be recorded for the module, with no cap.

When will the resit happen?

Your Programme Team will contact you and tell you when the resit will take place.

Can I re-do the same assessment?

No, you will be given a new assessment for the resit. For example, for a resit individual assignment, you will be given a new assignment question. The only exception to this is if you were to fail your dissertation, then you might be given the opportunity to resubmit the same topic or question (i.e. you will not have to start from scratch).

Further information:

1. More information about your progress on your MSc course can be found in Section 7 (/-/academic/37360/resources/in/381545,786907/item/786908/#/).
2. Information on the University Mitigating Circumstances Policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/).
3. The University Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/)
4. Wellbeing Support (https://warwick.ac.uk/services/wss/students/support/)

A note about mitigating circumstances

Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for more information. Mitigating circumstances should be submitted within 20 University working days of the assessment deadline. Mitigating circumstances cases submitted after the marks for the assessment have been released, are unlikely to be accepted.

What should I do next?

1. Do NOT panic.
2. Look out for an email from your Programme Team. This will tell you what to do next, and details of the resit.
3. Look back at your feedback for the assessment. It will help you to understand the areas you need to focus on.
4. Prepare for the resit assessment - your Programme Team will tell you the dates and times.
5. Arrange a meeting with the Module Leader during their Feedback and Assessment Hours (sometimes referred to as "Office Hours"). Details of how to contact the ML and sign up are on the front page of the module, or on the ML's WBS office door. If you are unsure of how to do this, please contact your Programme Team
6. If you feel that your wellbeing is being affected as a result, please use the self-help resources or contact Wellbeing Services (https://warwick.ac.uk/services/wss/students/).
7. If you have any further questions, please contact your Programme Team.
8. Try to keep calm and continue with your studies.

Glossary of terms

Component:	A single assessment. We talk about components when a module has more than one type of assessment. Examples of this could include: · 80% Exam, 20% Class Test (2 components) · 60% Exam, 30% Individual Assignment, 10% Group Work (3 components) · 70% Individual Assignment, 30% Group work (2 components)
Capped Mark:	If you take a module as a resit, your overall mark for the whole module will be capped at 50%.
Conventions:	Also called Rules for Award. This is a set of rules that determine which award you have achieved.
Resit:	A second attempt at a module assessment which was not passed on the first attempt. Overall Module mark is capped at 50%.
Resit as a First Attempt (also called Further First Attempt):	A second attempt at a module assessment which was not passed on the first attempt. The overall module mark (after resit) is not capped. This is only applicable in situations where you have submitted a case for mitigating circumstances, which has been accepted.

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6.2a Assignment Preparation & Referencing

For more guidance on assignment structure and presentation, please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756823/#/). The guidance below sets out what is generally expected for assignment formatting.

1. 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)
- You should use Arial font size 11pt with 1.5 line spacing and 2.54 margins (see word count policy)

2. 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 your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756819/) for more information on the University Policy on Proofreading.

3. References and reference list

References should include all material to which you have made explicit reference. Reference lists should be given at the end of the work and not at the foot of the individual page. At WBS, we use Harvard referencing. It is vital that you reference accurately to avoid any allegations of plagiarism (See section 6.1b (/-/academic/37360/resources/in/381545,786874/item/786876/#/)). There are a number of resources available to support you and ensure that you know how to reference correctly:

- Your Academic Practice module page (/-/academic/352522/home/)
- The University Library provides a comprehensive guide to referencing which you can access here. (https://warwick.ac.uk/services/library/students/referencing/)
- A quick guide to Harvard referencing style can be found on the University Library website here. (https://warwick.ac.uk/services/library/students/referencing/referencing-styles/harvard_wbs_referencing_guide.pdf)
- For more in-depth guidance, see the Library Referencing (https://moodle.warwick.ac.uk/enrol/index.php?id=58904) tutorial on Moodle.
- For individual help with referencing, you can contact your Academic Support Librarian, subject specialist support (https://warwick.ac.uk/services/library/subjects) - academicsupport@warwick.ac.uk (mailto:academicsupport@warwick.ac.uk) .
- EndNote is software which helps you to organise your references and to automatically format citations, reference lists and bibliographies in Word. For support using Endnote please see: https://warwick.ac.uk/services/library/students/endnote (https://warwick.ac.uk/services/library/students/endnote)

4. 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, while a reference list would usually be required to accompany every piece of work, so please ensure you know what is expected for each assignment well ahead of the submission deadline.

5. 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?

6. 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 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.

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).

7. 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 (https://warwick.ac.uk/services/its/servicessupport/software/list/). 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.

8. 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.

9. 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.

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6.2b 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 (attached below) applies to **all** written assessments.

Number of words:	
X number of words (e.g. 3,000 words) This will be made clear when the assessment title is released. *This is a strict limit **not** a guideline*	
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)

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6.2c Guidelines for Online Submission

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

Pre-submission checklist:

Task	Checked
Proof-read and check formatting (especially conversion of diagrams and figures) see section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details	
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 section 6.2a (/-/academic/37360/resources/in/381545,786874/item/786879/#/) for details on file size)	
Ensure you populate the required fields to generate your automated assignment cover sheet.	
Check that you submitting the correct assessment and that you have uploaded the correct file	
Check that you have completed the academic integrity declaration	

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 and click on 'Coursework'.
2. Click on the assignment you wish to submit; you will now need to answer the following questions
   - **Word Count**
   - **Number of Pages**
   - **Question Attempted**
   - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?**
   - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook**

   The answers to your questions, along with system generated information (eg student number, module etc) will generate a coversheet which will be automatically appended to the front of your submission.

   You should ensure you allow sufficient time to answer these questions when you are submitting, particularly if you have used AI and may need additional time to answer the relevant question. Please do not leave your submission until the very last minute!
3. Choose 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 leader. 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, Turnitin. See section 6.6d for more information (/-

/academic/37360/resources/in/381545,786874/item/786899/).

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 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/). 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. You are responsible for ensuring that you submit the final version of your work.
7. Finally, click the 'Submit Assignment' button. You will then be asked to click 'OK' to confirm that:
   - this is the final version of your document.
   - by submitting your assignment, you confirm that you agree with the following statements:

Academic Integrity Declaration

We're part of an academic community at Warwick. Whether studying, teaching, or researching, we're all taking part in an expert conversation which must meet standards of academic integrity. When we all meet these standards, we can take pride in our own academic achievements, as individuals and as an academic community.

Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.

- I have read the guidance on academic integrity provided in the Student Handbook and understand the University regulations in relation to Academic Integrity. I am aware of the potential consequences of Academic Misconduct.
- I declare that the work is all my own, except where I have stated otherwise.
- No substantial part(s) of the work submitted here has also been submitted by me in other credit bearing assessments courses of study (other than in certain cases of a resubmission of a piece of work), and I acknowledge that if this has been done this may lead to an appropriate sanction.
- Where a generative Artificial Intelligence such as ChatGPT has been used I confirm I have abided by both the University guidance and specific requirements as set out in the Student Handbook and the Assessment brief. I have clearly acknowledged the use of any generative Artificial Intelligence in my submission, my reasoning for using it and which generative AI (or AIs) I have used. Except where indicated the work is otherwise entirely my own.
- I understand that should this piece of work raise concerns requiring investigation in relation to any of points above, it is possible that other work I have submitted for assessment will be checked, even if marks (provisional or confirmed) have been published.
- Where a proof-reader, paid or unpaid was used, I confirm that the proof-reader was made aware of and has complied with the University's proofreading policy.

☐ **I declare that these statements are true**

☐ **I confirm that this is the correct and final version for submission of Individual Assignment, in module**

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. Please see below for information about retracting submissions.

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 will be automatically generated when you submit on my.wbs.

By submitting the assignment on behalf of the group, you confirm that you agree with the Academic Integrity Declaration statements above plus also the following statement:

> "I declare that this work is being submitted on behalf of my group and is all our own, except where I have stated otherwise."

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) if you do not already have anti-virus software installed.

Submission 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.

Retracting your Submission

If you find you have submitted the wrong/incomplete file for an assessment you are able to retract the submission yourself, and upload a different file. You will be able to do this up until the submission deadline (including any approved extensions). This includes PDF files, videos, groupwork and peer assessment. The retraction button can be found in the same place you submit your assignment.

How to retract a submission

Following a submission, when you return to the submission page (or refresh), you will see a "Retract Submission" button. Simply click on this button, read and select each statement to confirm you agree to the declaration (this varies depending on the type of assessment), then "Confirm and Retract".

Once "Retract Submission" is clicked, a declaration will be shown - this varies depending on the assessment type:

You will receive a notification via email to confirm that your assessment has been successfully retracted.

You must then upload your updated file **BEFORE** your submission deadline.

Once the submission deadline has passed, all assignments will be forwarded to the marking team. You will not be able to retract the submission yourself after the deadline has passed. If you want to retract your submission and replace with a new file after the deadline has passed, you must request this via your Programme Team. If you are permitted to submit an amended version of your document after the deadline has passed, this will attract late penalties. See section 6.4 meeting the deadline.

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.

Not all assessments are self-retractable. There are a small number of assessment types that are not retractable - if you do not see the "Retract Submission" button, and you have submitted the wrong file, you should contact your Programme Team for further guidance.

Please note, if Group Work is retracted the submission will be removed for all students, and an email sent to all group members to inform them of this. A further email would be sent to all group members once the new submission has been made.

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6.2d 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?
- 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 Practice Module (/-/academic/352522/home/) on my.wbs. This has lots of useful information on structuring assignments, academic style and demonstrating critical engagement
- Avoiding plagiarism Moodle course: Avoiding Plagiarism (23/24) | Moodle@Warwick (https://moodle.warwick.ac.uk/enrol/index.php?id=58895)
- 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/)

- Find information about EndNote online here:

http://www2.warwick.ac.uk/services/library/students/endnote/ (http://www2.warwick.ac.uk/services/library/students/endnote/)

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6.2e Guidance for Collecting Primary Data for your Assignment

If you are considering conducting interviews or surveys as part of a module assignment, you must consider and do the following:

Documents:

1. Create a Participant Information Leaflet. There is a template attached (see below), which you should modify to fit your own study.
2. Create a Participant Consent Form. There is a template attached (see below), which you should modify to fit your own study. Your participants should sign this, or agree via email. You should then securely store the completed forms.

Things to Consider:

1. Wherever possible, try to make your survey or interviews anonymous, to limit the amount of identifiable data collected.
2. If you are collecting personal data, ensure you have a clear plan for how this will be safely stored.
3. Have a clear plan of how and when you will permanently and confidentially destroy any data that you have collected.
4. No reward should be offered to participants, other than possibly travel expenses if applicable.
5. Are there any potential risks to you and/or your participants in carrying out these interviews or surveys? (see below)

Risks:

If your survey or interviews involve any of the following, it is likely that you will need a full ethical review:

- Participants who are particularly **vulnerable** or **unable to give informed consent** or **in a dependent position** (e.g. children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- There a risk that the **highly sensitive nature** of the subject might lead to **disclosures** from the participant concerning their involvement in illegal activities or other activities that represent a threat to themselves or others (e.g. sexual activity, drug use, or professional misconduct)?
- The study could induce **psychological distress or anxiety**, or produce **humiliation**, or **cause harm**, or lead to **negative consequences** beyond the risks encountered in normal life?
  - Applicable to studies involving sensitive topics, vulnerable participants as well as studies involving driving experiments, simulators, computational or physiological experiments.
  - Please also consider the risk to individuals if any personally identifiable data collected as part of the study is accidentally disclosed.
- Will you go to any areas where your **safety may be compromised?**
- Could the proposal give rise to researchers having any **conflicts of interest**?
  - Please refer to the University webpages on Conflicts of Interest
  - Consider relationships/previous personal interactions with participating organisations, participants etc.
- Are you interviewing staff or patients in the **NHS**?

If you answered **YES** to any of these questions, please contact your Programme Team as soon as possible and before carrying out any interviews or surveys.

If you were able to answer **NO** to all of the above questions, you may continue with your **Participant Information Leaflet** and **Consent Forms.**

Date page reviewed 21/08/24

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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) and in conjunction with the University Regulations concerning Academic Integrity (https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/).

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 miss 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 submit a case for mitigating circumstances and 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 a mark of 0% for the examination concerned. You will be required to provide written evidence for the Board of Examiners to discuss any special circumstances, via the mitigating circumstances process (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

In exceptional and severe circumstances, students can request to defer an examination period under the deferral of exam period policy. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/deferral_of_assessments_within_an_examination_period__senate_approved_july_2021.pdf) This policy does not apply to a student wishing to defer part of an examination period once that period has already started.

Special examination requirements

If you think you may need special examination arrangements, please let us know as soon as you can. You will need to book an appointment with the Wellbeing and Student support Team (https://warwick.ac.uk/services/wss/students/disability/) to approve reasonable adjustments as soon as possible before any assessments, preferably on commencement of the course, where possible. Examples of special examination arrangements that may be approved by the University's Academic Office (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/alternative_examination_arrangements/) 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).

Religious observance

If you are unable to sit an exam on a particular date because of religious observance (e.g., the Sabbath), you must notify your academic department of your preferences by completing the Religious Observance Form (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/religiousobservance). Please note, the University will make every reasonable effort to avoid times/dates in your request. However, due to timetabling constraints this may not always be possible.

Past papers

Warwick University publishes past papers for examinations online here - https://warwick.ac.uk/services/exampapers (https://warwick.ac.uk/services/exampapers)

Only the question papers are published for private study. The answer papers are not published or available to students.

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6.3b In person exam information

On this page we will explain what will happen during your face-to-face, in person examinations.

Students will have to be physically present on campus to undertake their face-to-face assessments and reassessments. Failure to attend a face-to-face examination due to misreading of an examination timetable is not a valid mitigating circumstance.

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) and obtain a replacement card as soon as possible.

Regulations Governing Examination Regulations - Reg. 10 Examination Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/)

(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 noted and are subject to the procedure set out hereunder.

Unless otherwise stated, exams are closed-book.

In cases where exams are 'open-book', you will be notified in advance via the module pages and guidance will be provided regarding the specific documents/materials that you will be permitted to bring into the exam venue. These documents will be cross-checked by the invigilation team upon arrival. Electronic devices are not permitted.

Further information can be found in sections 6.1f (/-/academic/37360/resources/in/381545,786874/item/1066651/#/), 6.1g (/-/academic/37360/resources/in/381545,786874/item/1066650/#/) and 6.1h (/-/academic/37360/resources/in/381545,786874/item/1066657/#/) of the handbook.

(5) If a student is found to be in possession of electronic storage or retrieval devices (including Smart devices), either at the examination desk or on their person, the following steps shall be taken:

(a) The time when the device was found is to be noted in the report of the examination and in the student's answer booklet. The student is to complete a student incident form. The department is to be informed of the standard sanction for being in possession of smart devices during examinations.

(b) Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.

(c) The student shall be allowed to finish the examination.

(6) (a) The standard penalty for being in possession of smart devices during an examination is that a mark of zero be awarded for the

examination by the marker.

(b) 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.

(7) Students who are in possession of unauthorised material or who are suspected of academic misconduct will be informed by the Senior Invigilator that a report may be submitted to the Head of the Department responsible for the examination under Academic Integrity Procedures (Academic Integrity Procedures B4.1 (2)). Where mark of zero under (6) above was awarded, further academic misconduct procedure under Regulation 11 and Academic Integrity Procedures will not normally be pursued, unless this is a repeat breach of these Regulations or the case requires resolution by an AIC for another reason.

(8) 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.

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

(10) 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.

(11) 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.

(12) 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.

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

(14) 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.

(15) 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.

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

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

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

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

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

Useful links

In person Exams FAQs (https://warwick.ac.uk/students/teaching_learning_assessment_term_three/exam_assessment_faqs/)

Student Guidance - On-campus Exams (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/on_campus_exams_guidance_students)

Campus Map and Exam Venues (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/exam_venues/)

Permitted Items and Bag Storage (https://warwick.ac.uk/services/academicoffice/examinations/students/on_campus_exams_guidance_students/permitted_items_policy/)

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.

Please see 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/). Full details regarding the procedure to be followed in such as case are laid out in full in Regulation 11 Academic Integrity.

(https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/)

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.

Encyclopedic, 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.

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6.3c Online Exams - Practical Information

Timetable

- Dates and times will published in my.wbs.
- Please check your module page for exact details.

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 section 6.1g (/-/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 will be visible in my.wbs and your Programme Team will let you know when your trial upload practice will be scheduled.

Accessing the Exam

- **You access the exam via my.wbs from the Module Assessment page.**
- Once there, you can download the paper. You then complete your answers off-line in your home location.
- The timer will start as soon as you download the exam question paper.
- Some small adjustments will be made to exam papers to take account of the circumstances in which you are sitting them. You will need to read and accept the declaration before you can access the paper. See instructions on Starting the Exam in section 6.3d. (/-/academic/37360/resources/in/381545,786874/item/1120519/)

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 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. Most exams for full time courses will have a relatively short exam window. In some circumstances, exams might have a longer window e.g. 24 hours. Your Programme Team will make it clear what the window for your exam is.
- For 24-hour exams, you sit the exam at a point within that period to suit your own personal circumstances at home. Online exams with a 24-hour window will be maximum 4 hours duration (e.g. 4 hours required to complete your answers). The expected duration of the exam will be made clear in the module area.
- Once you have accessed the exam paper via my.wbs, then the time countdown for your exam will begin. The timer starts as soon as you download the exam question paper. Your Programme Team will be able to access the exact time when you downloaded your exam paper.
- Due to the exam window, you will have a personal submission deadline. 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 will receive a warning notification on my.wbs when your exam writing time has finished. You will have an additional **30 minutes** to PDF your document and upload your answer via my.wbs. You should not use this additional 30 minutes upload time to continue writing your answers. Your Programme Team will be able to see the exact time at which you uploaded your exam answers via my.wbs. You must also factor in sufficient time to complete the automated cover sheet on my.wbs.
- **You must submit your answer in time**. Once your personal submission deadline has passed, you will not be able to submit your paper via my.wbs. See below for information about 'late' submissions.
- If you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will forfeit the right to have your mitigation considered.

At the end of the Exam

- We will allow **30 minutes additional time** at the end of the exam for the packaging and upload of your exam script. 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 section 6.3e. (/-

/academic/37360/resources/in/381545,786874/item/1120520/) Do **NOT** leave this until the final few minutes!

- You are expected to start your upload as soon as your exam duration is over. For example, for a 2 hour exam, as soon as your 2 hours has elapsed, you should start your upload. Your Programme Team will have access to the download and upload initiation times for all students during online exams. You should not use the additional 30 minutes to continue writing your answers.
- An automated cover sheet will be generated when you upload your answer paper on my.wbs. This will ask you the following questions:
  - **Number of Pages**
  - **Have you used a generative Artificial Intelligence (AI) in the process of completing this assessment?** *Yes/No buttons*
  - **If you have ticked 'Yes' above please briefly outline below which AI tool you have used, and what you have used it for. Please note, you must also reference the use of generative AI correctly within your assessment, in line with the guidance provided in your student handbook** *(this field only appears if you answer Yes to the previous question).*
- Please check that you have uploaded the correct file. You should check your work carefully before uploading your file, and then reopen the same file from my.wbs once uploaded to check that the correct file is being submitted.
- You will receive an automatic email to confirm that your upload has been successful.
- If you are unable to upload your paper via my.wbs, you should email your submission to your Programme team before your personal submission deadline has passed. **Note that Submissions received outside the examination delivery system can only be accepted for marking in exceptional circumstances and then only if received before the deadline**.
- Once the examination has finished and the files have been uploaded, you should not resave the files onto your computer. This ensures that the correct date stamp for the document is recorded if this needs to be checked at a later date, or used in evidence for a mitigation claim.

Late Submission

- If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** You will need to submit a claim through the Mitigating Circumstances Portal if you believe you had good reasons for not completing your assessment on time. If you wish to submit a mitigating circumstances case, you should notify your Programme Team immediately and ensure your case is submitted through my.wbs within 20 working days of the exam taking place. If you do submit a case, you will need to explain:
  - what happened during the 30 minutes submission window which meant that you could not submit your work on time.
  - how you used the 30 minutes; and
  - how and when the problem was resolved.

  Please include evidence of technical difficulties, such as time-stamped photographs or screen shots of notifications of loss of internet connection.
- Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
- **Please note, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Plagiarism, Collusion and Cheating

- All the usual regulations also apply to these online exams.
- We will be using anti-plagiarism software so you should not 'cut and paste' from unreferenced sources.
- See section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/) for more information about plagiarism, collusion and cheating.

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.
- If you experience any issues at all during the online exam, you should notify your Programme team immediately.

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6.3d Starting the Online Exam

To access the online assessment paper you will need to go to the module area, Assessment tab. If you click on Instructions & Guidance you will find a short video explaining what will happen on the day of the exam. This can be accessed before the exam date. You can also view the video below:

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

Click on "Question" and you will need to read and accept the declaration before you can access the paper:

The default submission deadline will not be your personal submission deadline. This will change depending on when you download the paper.

Once you have ticked the box *"I have read and accept the above conditions"*, the exam paper will become available. Your timer will start **AS SOON AS YOU CLICK ON THE DOCUMENT.**

You will get a warning message when there is less than 30 minutes to go until the end of your exam writing period:

Once the exam writing period has finished, you will get another warning message to remind you to start uploading your answers:

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6.3e 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.

Office Lens now converts pictures of paper documents into PDF files, auto-classifies | Microsoft 365 Blog
When we launched the Word and PowerPoint conversion feature last September, we promised to use customer feedback to improve Office Lens. Since September, we've received a lot of exciting and positive feedback from our customers about our conversion scenarios. We also learned about how customers are finding new and creative ways to use Office Lens and the text they capture in their pictures. (https://www.microsoft.com/en-us/microsoft-365/blog/2015/02/05/office-lens-now-converts-pictures-paper-documents-pdf-files-auto-classifies/)

www.microsoft.com

- 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: 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 Don't'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

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6.3f 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* . You should NOT include your name in the pdf file title - only the module code and your Student ID number. 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
3. 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 **correct document**, (please double-check!)
    4. Answered the questions to generate the automated coversheet
    5. Completed the Academic Integrity Declaration
    6. And hit **confirm.**

Then you will get the message that your submission has been made and you will get an email confirming your submission. You should double check again that the file uploaded is the correct file.

Key reminders

1. Check your individual submission deadline.
2. Do not 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 (30 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. Once your individual submission deadline has passed, you will no longer be able to submit.
3. 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 may be accepted for marking.
4. If you do not submit by your individual deadline, you will be awarded a mark of zero. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.
5. If there is an IT issue during your exam you should gather time-based evidence of any IT issue that may affect the examination as it occurs. This would typically involve the times when the issues started, a photograph, screen shot or video of the issue as it occurs (e.g., "no internet connection" showing on a computer screen with a time stamp), when the issues were resolved and a narrative of the issue.

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6.3g 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 your 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:

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/)

You will receive a warning when you have 30 minutes left of your exam writing period. You will receive another warning message when your **30 minute upload window** has started. At this point you should stop writing your answers, convert your file to PDF and upload via my.wbs.

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.

Example timings for 2 hour exam with 30 minute download window:

12:00 - Exam start time = Exam download window opens

12:30 - Exam download window closes - if you have not downloaded the exam paper by 12:30, your exam writing time will start. E.g. if you download the exam paper at 12:45 then you will only have 1 hour 45 minutes to write your answers

Student downloads exam paper at 12:15

Exam writing time = 2 hours

Individual submission deadline = 14:15 + 30 minutes upload time = 14:45:00 (including seconds)

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 that you are registered and require reasonable adjustments, please contact your Programme team.

Please check your reasonable adjustments carefully, as additional time is not always included.

If you have approved extra time in exams, this will be applied to your individual submission deadline.

What happens if I miss my deadline?

If you attempt to upload after the end of the 30 minutes submission window, you will not be able to submit and will be awarded a mark of zero for non submission.

If you believe you had good reasons for not completing your assessment on time, you should immediately send your file by email to your Programme Team and must also submit a claim through the Mitigating Circumstances Portal, (/-/academic/37360/resources/in/381545,786874/item/786887/) accompanied with appropriate evidence, within 20 working days of the examination taking place. Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for further details.

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** to be accepted for marking. You should notify your Programme team as soon as possible if you are experiencing any issues during the online exam.

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6.4a Extensions to 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.

You are advised to work towards your assessments leaving enough time in case of any difficulties you might encounter e.g. collecting sources, technical issues etc. Remember, a deadline is the last possible time you can submit your work, not the only time you can submit your work.

Extensions to the submission deadline

Occasionally, illness or other extenuating circumstances mean that you need more time to complete your assessment. In such circumstances, you may request an extension to the submission deadline. Deadline extensions form part of the University's policy on mitigating circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/)

Not all assessments are eligible for an extension. Assessments that are not eligible for an extension include:

- Class tests;
- Exams;
- Group work.

Self certification and Specific Extensions

There are **two different types** of extension that you can apply for:

1. Self-certification extension

- 5 consecutive University working days extension without evidence required and no Programme Team approval needed.
- Students are usually permitted up to 2 self-certification extensions per study period (one calendar year from the course start date)
- Not all assessments are eligible for self-certification.
- You cannot apply a self-certification extension to a deadline that has already been extended e.g. specific extension already approved.
- See section 6.4b (/-/academic/37360/resources/in/381545,786874/item/1355412/) for more information about self-certification extensions.

2. Specific extension

- Up to 20 University working days extension (in total) can be requested but supporting evidence is required. See here (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/) for details on acceptable supporting evidence.
- These extension requests must be approved by the Programme team.
- If you have been ill, you will not automatically get an extension; you should therefore plan to finish pieces of work well before the deadline if you can.
- Specific extensions will only be approved where the situation is unavoidable and unforeseen e.g. in cases of illness, supported by a valid medical certificate.
- You may apply for a specific extension request to a deadline for which you have already received automatic approval for a self certified extension.

Key principles for extension requests

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.
- All extension requests must be submitted via my.wbs before the submission deadline has passed. Extension requests must be made via my.wbs and NOT to the Module Leader, or via email.
- Retrospective requests for extensions will not normally be approved.
- Self-certification extension requests are automatically approved.
- Specific extension requests require approval from the Programme Team.
- All applications for specific extensions must be supported by documentation of your reasons for requiring an extension, and relevant supporting evidence.

- All illness-related extension requests must be supported by evidence (please seek guidance about what this should cover from your Programme 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 will not be given where:
  - You have failed to plan your work pattern adequately.
  - You experience any problems with computers (crashes, corrupt files, internet access problems or other failures). It is essential to backup any work done on a computer and submit your work in advance of the deadline.
  - The reason for the extension is not unforeseen, unplanned and/or unavoidable.
  - You have not provided sufficient supporting evidence for a specific extension.
- If you have an approved extension, this might result in a delay to the release of your marks and feedback. We aim to release marks and feedback within 20 University working days of the submission deadline (including extensions).
- If you do not submit by your extended deadline, late penalty points will apply (see section 6.4d (/-/academic/37360/resources/in/381545,786874/item/786885/#/)), unless the maximum 20 University working day extension has been approved.
- You will not be able to submit your assessment after more than 20 University working days. This is the maximum extension that could be approved. After 20 University working days have passed, the option to submit is usually no longer available and you will be awarded a mark of 0 for that assessment.

How to request an extension

1. On the my.wbs homepage go to 'Admin', click on 'Assignment Extensions'

2. Choose either **Specific extension** or **Self-certification**.

3. Complete the online form, ensuring any documentary evidence is uploaded before the request is submitted.

Please note

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.

If an extension for the maximum 20 University working days is not sufficient to enable you to complete your work on time, you might consider submitting a case for mitigating circumstances (see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)).

If your circumstances are prolonged or ongoing, please speak to your Programme team to discuss alternative support.

There is no guarantee that work submitted after the original deadline (usually more than 2 weeks) will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks, and could delay your graduation. Please check with your Programme Team if you are unsure before you submit an extension request.

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 extension request within **three working days**. Self-certification extension requests are automatically approved. Once approved, your submission deadline in my.wbs will be updated.

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6.4b Self-Certification Extensions

In this section, you will find information regarding the university's Self-Certification Policy.

What is Self-Certification?

- A deadline extension of **5 consecutive university working days** for **eligible assessed work** will be automatically granted through the Self-Certification procedure.
- Each Self-Certification covers a period not exceeding 5 consecutive university working days.

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

How many Self-certification periods can I have?

- For a one-year, Full-time course, you are usually eligible for a maximum of **two** self-certification periods of five University working days each per study period
- A study period is one calendar year from the course start date

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

Which 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, presentations, or **capstone projects such as Dissertation or Business in Practice assessment components.**

Can I apply a Self-Certification on top of a specific extension?

- 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 up to 20 working days (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).
- You will need to provide supporting evidence to request a specific extension.

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:

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 University working days** before an assessment deadline.

Single deadline example

Deadline on Monday 13 March, 17:00

Monday 06 March: Request your self-certification extension

Tuesday 07 March: Day 1 of self-certification.

Wednesday 08 March: Day 2 of self-certification.

Thursday 09 March: Day 3 of self-certification.

Friday 10 March Day 4 of self-certification.

Saturday 11 March and Sunday 12 March: These are non-working days and do not count.

Monday 13 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 20 March, 17:00.

Multiple deadline example

Deadline 1 Wednesday 08 March = extended to Wednesday 15 March

Deadline 2 Friday 10 March = extended to Friday 17 March

Deadline 3 Monday 13 March = extended to Monday 20 March

Deadlines must be within 5 working days to all be eligible for extension using one self-certification period.

Tuesday 07 March: Request your self-certification extension.

Wednesday 08 March: Day 1 of self-certification. **Deadline 1** was due and is now extended until Wednesday 15 March.

Thursday 09 March: Day 2 of self-certification.

Friday 10 March: Day 3 of self-certification. **Deadline 2** was due and is now extended until Friday 17 March.

Saturday 11 and Sunday 12 March: These are non-working days and do not count.

Monday 13 March: Day 4 of self-certification. **Deadline 3** was due and is now extended until Monday 20 March.

Tuesday 14 March: Day 5 (last day) of self-certification.

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6.4c 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.

Please note that there is no guarantee that work submitted more than 2 weeks after the original deadline will have been through the entire marking process in time for the next Exam Board, which may delay you receiving your marks and could delay your graduation. Please check with your Programme Team if you are unsure.

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Definition:	A short extension of 5 University working days for all eligible deadlines (/-/academic/37360/resources/in/381545,786874/item/1355412/) 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 condition, or new diagnosis of a condition which affects your studies
When to apply:	Up to 5 University working days in advance of your first deadline	As soon as the circumstance is known / in advance of your deadline	As soon as the circumstance is known, but no later than 20 University working days after the first affected deadline, or within 24 hours for online exams.	At the start of your studies, or as soon as condition is diagnosed
Can I apply after my assessment deadline has passed?	No	No	Yes - up to 20 University working days after the first affected deadline.	No (see above)
Maximum Length:	5 University working days	20 University working days	Applied to assessment(s) according to circumstance.	Ongoing, depending on the nature of the illness or disability
What is covered:	All eligible deadlines in a 5 University working day period (e.g. BiP and dissertations not eligible)	A single deadline (each module deadline must be specifically applied for)	Any assessment in the affected mitigating circumstances period.	An evidenced, pre-existing condition for which you need adjustments to be made
Applicable for Exams or timed assessments?	No	No	Yes	Yes
Applicable for ongoing condition?	Yes	No	Only if the situation worsens or significant flare-up.	Yes

	Self-Certification	Specific Extension	Mitigating Circumstances	Reasonable Adjustments
Evidence Required? See guidance on types of evidence. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)	No	Yes - You will need to provide evidence / a medical certificate for the unexpected event/illness	Yes - you will need to provide evidence of the exceptional and unforeseen event and also evidence of its impact on your study/performance.	Yes - via meeting with Wellbeing & Student Support
Is there a limit to how many times I can apply?	Yes - usually a maximum of two requests per study period	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 not required unless your condition worsens, or a new condition is diagnosed
Why might my claim be rejected?	1. You have exceeded the maximum number of self-certs for the period 2. You have already had a self-cert for the assignment or period 3. You have already had an approved specific extension	1. Request received after the deadline 2. Request reason not accepted 3. No/insufficient evidence supplied 4. The maximum extension has already been granted	1. Request received after the 20 working 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 Wellbeing & Student Support for more information
Type of Approval:	Automatic (instant approval)	By Programme Team (usually within 3 working days)	Via the Mitigating Circumstances Panel Meetings.	Via the University's Wellbeing & Student Support Team
How do I apply?	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Extension Requests	Via my.wbs → Admin Tab → Mitigating Circumstances	Via Wellbeing & Student Support Team → How can we help (https://warwick.ac.uk/services/wss/students/disability/how-can-we-help)

Where can I find more information?

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

Disability Services: Wellbeing and Student Support - Disability Team (https://warwick.ac.uk/services/wss/students/disability/)

Where do I apply?

Go to your Academic homepage on my.wbs > Admin tab > **Assignment Extensions**

Go to your Academic homepage on my.wbs > Admin tab > **Mitigating Circumstances**

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6.4d Late Submission

All assignments must be submitted online via my.wbs. The guidelines for formatting your assignment and online assignment submission are available in section 6.2 Assignments. (/-/academic/37360/resources/in/381545,786874/item/786880/#/)

Your submission deadlines are published on my.wbs on your module pages and in your my.wbs calendar.

Submission deadlines are provided in UK time (GMT), and do include seconds.

Penalties for late submission

Unless a formal extension has been granted, work received after the submission deadline will result in a deduction of 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 deducted.

Penalties accrue only on University working days (not on weekends, public holidays and University closure days).

If you are granted an extension to your submission deadline, and do not manage to submit by your extended deadline, late penalty points will apply. Please note that work cannot be submitted after the marks and feedback have been released to students. If you are granted a specific extension of 20 University working days (the maximum allowed), but are not able to submit by this deadline, you will be awarded a mark of zero for this assessment.

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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) on Mitigating Circumstances for more details on how to request removal of late penalty points.

Online exams

For details on the process for late submission of online exams, please see section 6.5 on Mitigating Circumstances. (/-/academic/37360/resources/in/381545,786874/item/786887/)

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6.4e Problems with Submission

Please note that it is your responsibility to ensure that you have submitted the correct piece of work. Your Programme Team will be able to support and advise you if anything goes wrong during your assessment submission.

Please see section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for information about problems submitting online assessments.

Technical problems

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, or as soon as possible.

You should email a copy of your assessment to the Programme team resource account **before** the deadline has passed, and then your Programme Team should be able to upload on your behalf.

Wrong file submitted

You will be asked to confirm that you have submitted the correct files when you submit your assessment on my.wbs. You should double check once your file has been uploaded that this is the correct file. It is the students' responsibility to ensure that the correct file is submitted.

If you submit the wrong piece of work by accident, contact your Programme Team **immediately** and they will advise you as to whether anything can be done to solve the problem. If you notify the Programme team of a problem after the submission deadline has passed, you might be able to replace your submission, however, late penalty points will apply.

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect file. Any relevant answers in the submitted file would be marked normally.

Solving the problem

Solving the problem usually depends on whether the deadline has passed or not.

If you discover you have uploaded the wrong file after **4.30pm** (i.e. after the office has closed) on the deadline date, in advance of the submission deadline, 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. Alternatively, you can retract your submission before the deadline has passed and replace with a new file (see Section 6.2e (/-/academic/37360/resources/in/381545,786874/item/792073/)).

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. This will not be possible if the marks and feedback have already been released.

If this is not discovered in time, you will be awarded a mark of **zero** due to submitting the wrong assignment.

The Programme team is not responsible for checking submissions.

Online exams

If you are having problems submitting your work during an online exam, you should contact your Programme team immediately and email your work as an attachment. There is a separate mitigating circumstances policy for online exams, which is explained in more detail in section 6.5 Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/). **Please note, that for online exams, if a submission is received by email, after the deadline and relevant mitigation is accepted, then the submission will not be accepted for marking. A further first attempt (or further resit attempt) are the only available outcomes.**

Students are expected to practice uploading an online exam using the trial upload opportunity provided to you by your Programme team, ahead of your first online exam. If there is an IT issue, students should gather time based evidence of any IT issue that may affect the examination as it occurs.

Page last updated: 21/08/24

Next review due: 01/09/25

6.4f Non-Submission & Non-Participation

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 (see section on Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/#/)). Not all assessments are eligible for an extension (e.g. class tests, exams, group work). Please see section on Submitting your paper (/-/academic/37360/resources/in/381545,786874/item/1120521/#/) for details about non-submission of online exams.

Non-Submission

If you **do not submit** a piece of work, you will receive a mark of **zero** for that assessment component. This also applies to group work submissions.

Please see section 6.5 on Mitigating Circumstances (/-/academic/37360/resources/in/381545,786874/item/786887/) for more details on submitting a case for mitigation due to non-submission. Please note that you cannot be granted a waiver for an assessment if it would have been possible to mitigate the circumstances via an extension.

If you requested an extension, but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a maximum of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete with the additional time. If you have not submitted your work by 20 working days after the deadline has passed, you will be unable to submit.

Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/#/) for details about non-submission of **online exams**.

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 see below attachment for WBS Group work policy on how we handle non-participation in group work.

There is more information about successful group work and non-participation in Section 5.6. (/-/academic/37360/resources/in/381545,786771/item/786779/)

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.

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Next review due: 01/09/25

6.4g Examples of student situations

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 a mitigating circumstances case via my.wbs. Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for guidance on how to submit a case for mitigating circumstances, and what situations this would cover.

I have a long term chronic condition or disability

This would normally be covered by "Reasonable Adjustments".

Prolonged, long-term or chronic conditions are not normally considered a basis for mitigating circumstances. Students with a chronic illness or disability, of normally a duration greater than a term, are advised to access the support services available which can put in place reasonable adjustments for specific learning requirements and examinations.

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should in the first instance contact the Disability Services team (https://warwick.ac.uk/services/wss/students/disability/)and request an appointment to discuss their support requirements. See section 10.1b Disability Services (/-/academic/37360/resources/in/381545,381808/item/788104/) for more information about reasonable adjustments.

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 (Please go to section 6.5) (/-/academic/37360/resources/in/381545,786874/item/786887/).

The timing of the diagnosis, inability to provide recommended reasonable adjustments, or a **marked deterioration or flare up** of an existing condition may be considered a basis for mitigating circumstances. For example, a late diagnosis or other circumstances which mean that reasonable adjustments cannot be made, or an existing condition worsens and is not covered by the reasonable adjustments already in place.

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**. Please note, not all assessments are eligible for an extension. Please see section 6.4a Deadlines (/-/academic/37360/resources/in/381545,786874/item/786884/) for more information about submitting an extension request.

If you requested a short extension but your circumstances are ongoing and you are not able to submit by your new deadline, you can request a further extension up to a total of 20 University working days. After this, if you are still not able to submit, you should submit a case for mitigating circumstances, whereupon, you will need to explain why you were unable to complete the assessment with the additional time. You cannot be granted a waiver for an assessment component via mitigating circumstances if it would have been possible to mitigate the circumstances via an extension (Please go to section 6.5). (/-/academic/37360/resources/in/381545,786874/item/786887/)

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 be required to submit a mitigating circumstances case along with supporting evidence via my.wbs (Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/)). Minor illnesses, exam stress and anxiety and travel disruption for example, are not normally considered under the definition of mitigating circumstances.

If in doubt, please contact your Programme Team ahead of the examination date.

I was unable to submit my online exam

Please go to section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/) for details on mitigating circumstances and online exams. Please also see our Online Exams FAQs in section 6.3. (/-/academic/37360/resources/in/381545,786874/item/1120524/#/)

I have submitted the wrong assessment file

Uploading an incorrect or blank file, is not normally deemed eligible for consideration for mitigation. This would normally lead to a mark of 0% for a completely incorrect, or blank, file. Any relevant answers in the submitted file would be marked normally.

It is the students' responsibility to ensure that the correct file is submitted. Please see section 6.4e (/-/academic/37360/resources/in/381545,786874/item/786886/) for more information about problems submitting.

For online examinations, if you submit the wrong file, and you have serious mitigating circumstances, you should contact your Programme

Team immediately for advice; attaching a copy of the correct file, as **submissions that are incomplete, unreadable, or unrelated to the examination cannot usually be replaced and accepted for marking after the deadline**

For more details on mitigating circumstances and online exams see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/#/)

Date page updated 21/08/24

Next review due 01/09/25

6.5a Mitigating Circumstances

During the course of your study, you may unfortunately experience significant personal circumstances which have a negative impact on your ability to study for or complete academic assessments. To support you during these situations, the University has a comprehensive mitigating circumstances policy in place.

It is important to note that the mitigating circumstances policy is in place in addition to the extension request system. You should discuss your circumstances with your Programme Team who will be able to advise whether your situation might be eligible for consideration under mitigating circumstances.

What are mitigating circumstances?

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over
- Situations with significant negative impact on your ability to undertake assessments/ examinations
- Situations that are acute or short term, the timing of which are relevant to the impact on your study and assessment
- Situations which could not have been prevented, so there were no reasonable steps you could have taken to mitigate yourself

In general terms, mitigating circumstances must therefore 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).

Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/reasonableadjustments)

It is your responsibility to fully disclose all relevant mitigating circumstances within the time frames explained. Once marks have been officially released to you, it is too late to submit mitigating circumstances retrospectively. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted.

Details on possible outcomes can be found in section 6.5d.

More information

The guidance in this handbook seeks to give an overview of the mitigating circumstances policy and process for submitting a case.

For full information about confidentiality and acceptable evidence please see the following resources from the University:

Mitigating circumstances policy for 22/23 onwards (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/)

Mitigating Circumstances Guidance for Students (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/)

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Next review due 01/09/25

6.5b Submitting a mitigating circumstances case

While it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners. Please be assured that all information disclosed will be treated in the utmost confidence and will only be accessed by Warwick staff as appropriate for the management of mitigating circumstance cases for the Board of Examiners. Information provided by you is sensitive and will be treated confidentially and in line with the General Data Protection Regulation (GDPR).

Deadlines for submission

All mitigating circumstances cases must be submitted via my.wbs within **20 University working days** of your assessment deadline and **before** your marks are released. For online exams, please see section 6.5c.

Mitigating circumstances cases that are submitted later than 20 University working days after the assessment deadline are unlikely to be accepted and are considered as late claims. Late claims will only be considered if there is an exceptional reason why the submission was not presented at the correct time before the deadline. The reason must be evidenced by independent supporting documentation highlighting why it was not presented before the deadline.

If you have a number of exams and deadlines in close succession, then you should submit a mitigating circumstances case no later than **20 University working days** after the earliest deadline and state clearly on your form which modules and assessments you are claiming for.

Submitting your case on my.wbs

To submit your case for mitigating circumstances, go to my.wbs, and in the Admin tab, select Mitigating Circumstances (/-/profile/me/mitigatingcircumstances/). Read the information on this page, scroll down and click on the "**+ Create Case**" button.

After you have created a mitigating circumstances case, you will still be able to edit it. Your Programme Team will review your case and let you know if they need any further details.

Completing the form

You will need to complete the online form to tell us as much information as possible about your situation. Please enter the dates for the affected period and also make sure to tick each assessment that you are making a claim for.

In your description of circumstances, please make sure that you describe the situation with specific reference to the impact on you and the relevant assessment period being claimed for. If you are submitting a late claim (more than **20 University working days** after the assessment deadline) you will need to clearly justify and evidence why the claim could not be submitted before the deadline.

Uploading evidence

You should submit independent supporting evidence to your claim. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

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.

If you do not submit any supporting evidence, your case is unlikely to be accepted. If your case is rejected due to lack of evidence, you will be able to submit another mitigating circumstances case once you have supporting evidence. In this situation, your case will be considered as a "late" claim and you will need to justify why the evidence was not available at the time of the initial claim.

If your case includes sensitive personal information and highly confidential evidence which you do not want to disclose via the online submission, you can tick the box marked 'I have sensitive evidence that I would prefer to show to a member of staff in person'. Your Programme Team will then make contact with you to arrange a meeting with a nominated member of staff, who you feel comfortable talking to.

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Next review due 01/09/25

6.5c Mitigating circumstances and online exams

The WBS online exam system allows an additional **30-minute window** after the official end of the examination to allow students sufficient time to PDF and upload their answers via my.wbs. This time is included in your personal deadline. Students should not be using this window to continue the examination process. For those that do, they often fail to upload within the upload window if an IT issue arises.

Circumstances which are deemed to be within a student's control (e.g. uploading an incorrect or blank file, misreading an examination timetable, unreadable scan quality) **are not** normally eligible for consideration. Students are advised that they should check that they have uploaded correctly before finalising a submission.

Circumstances which are not within a student's control (e.g. unstable, slow or loss of internet connection, issues with scanning and upload or problems / delays with logging into the system) **are** normally eligible for consideration, if sufficient supporting evidence is provided.

If you are unable to submit your online exam within your personal deadline due to mitigating circumstances, you should contact your Programme Team immediately for advice and support. **Anything submitted by email after the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero.** If you believe you had good reasons for not completing your assessment on time, you will need to submit a claim through the Mitigating Circumstances Portal within 20 working days of the exam taking place. If you do submit a case, you will need to explain:

- what happened during the 30 minutes submission window which meant that you could not submit your work on time.
- how you used the 30 minutes; and
- how and when the problem was resolved.

Please include evidence of technical difficulties; the table below includes examples of evidence that could be provided in addition to a general narrative of the issue. Note this is not an exhaustive list and the evidence may not be available immediately.

Loss of internet connection	Detailed timeline and description of events and screen shot of internet connection error message. IT Network Activity report may be requested by the department or student*.
Slow internet connection*	Detailed timeline and description of events and internet speed test screen shot (taken within 1 day of event) OR departmental record of logging concerns relating to internet speed.
Examination submission system issues e.g., unable to accept file type or size, other file upload error, incorrect link or other information provided	Detailed timeline and description of events and screen shot of file upload error message. An IT upload data report may be requested by the department or student*.
Failure of computer or scanning equipment	Detailed timeline and description of events and screenshot, photograph or detailed description of equipment and when it was last known to be working.
Building related incidents (power cut, fire alarm, flood)	Detailed timeline and description of events and photograph of event taken at the time e.g. being outside the building due to a fire alarm, building works having caused a flood etc.
Access issues to AEP or examination delivery system	Detailed timeline and description of events and copy of emails or AEP/QMP/WAS queries from the time of the examination showing steps taken to resolve issues.

Note that if you decide to use part of the upload time to continue with your examination (e.g. continue writing for another 15 minutes and then find you have an internet issue), you will **forfeit** the right to have your mitigation considered. Your Programme Team will be able to see the exact time at which you uploaded (or attempted to upload) your exam answers via my.wbs.

Key points for online exams and mitigating circumstances

- If you experience any issues submitting your online exam, including the submission of the wrong file, you should email your Programme Team immediately for advice and support, attaching a copy of your answer paper.
- If the email with your work attached is timestamped **before** your personal deadline, your script may still be accepted for marking in exceptional circumstances.
- Typically, anything submitted by email **after** the submission window will automatically be classified as a late submission, won't be accepted for marking and will be awarded a mark of zero. Similarly, submissions that are incomplete, unreadable, or unrelated to the examination

cannot usually be replaced and accepted for marking after the deadline

- If you experience any issues submitting your online exam through the examination delivery system, or have submitted the wrong file, you should submit a mitigating circumstance claim through the mitigating circumstances portal within 20 working days of the examination taking place; to start a case, go to my.wbs, and in the Admin tab, select Mitigating Circumstances.
- You will need to supply evidence to substantiate your claim as well as to verify that the work was not modified after the deadline.
- The outcome of the mitigating circumstances case will depend on the strength and severity of the case submitted, as well as whether or not receipt of the work, outside of the examination delivery system, occurred before or after the assessment deadline.
- Note that if a submission is received outside of the examination delivery system (via email), **after** the deadline and relevant mitigation is accepted, the submission will not be accepted for marking; a further first attempt (or further resit attempt) are the only available outcomes open to the mitigating circumstances panel under these circumstances.
- You will be provided with a practice or trial upload before your first online examination.

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Next review due: 01/09/25

6.5d Mitigating Circumstances Panels and outcomes

Once your mitigating circumstances case has been submitted via my.wbs, it will be initially reviewed by your Programme Team. They will be representing you and presenting your case at the Mitigating Circumstance Panel (MCP) and might contact you for further information or supporting evidence in order to make the best case possible for you.

Mitigating Circumstances Panels

Mitigating Circumstances Panels meet to discuss the cases anonymously following the assessment period and ahead of the next Board of Examiners' meeting. This panel meets before the Board to consider all mitigating circumstances submitted by students on a course. The panel ensures that decisions are equitable and that there is consistency of treatment across cohorts.

Membership of this panel typically includes:

- The Chair of the Exam Board
- The Secretary of the Exam Board
- Course Director(s)
- Associate Deans
- Academic Tutors
- The Programmes Quality Manager
- Programme Manager and Deputy Programme Manager

The minimum number of panel members that must be present for these meetings to take place is three. 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.

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. The panel will make recommendations based upon the type, timing, severity and robustness of evidence provided.

The outcome of the MCP will be communicated to you via the my.wbs mitigating circumstances portal. You will be provided with a brief reason for the grading of the case (rejected, weak, moderate, severe) and the outcome specific to your assessment result.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Grading the case

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.

Claims will be classified into 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.

Outcomes

The decision of the MCP will be based on the evidence that has been presented to it in the original submission. Marks WILL NOT be changed

for assessed work or examinations. Depending upon the severity of the circumstances, possible outcomes can include:

- The claim was rejected or graded as weak, therefore no action taken.
- Waive or reduce penalties for late submission of assessed work.
- Allow you a further re-sit (examination) or re-submission (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 first 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.
- Waive an assessment component (up to 3 credits or less or 20% of module credit).
- No action is required, 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. We refer to this as the mitigating circumstances borderline policy (see below).

Mitigating circumstances borderline policy

If you have passed the module overall, then there is no action to take on that module itself. Students are not permitted to re-take assessments in which the module has been passed overall.

However, if your mitigating circumstances 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 (up to 30% of overall weighted degree credit), the student's classification would be in a higher band.

If **all** the above criteria are met, then they student may be considered for a higher classification of award at the final awarding Exam Board.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.5e Mitigating circumstances FAQs

1. Where can I find the full University policy on mitigating circumstances?

The full university Policy on mitigating circumstances can be found here:

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

2. My results have just been released and now I would like to submit my mitigating circumstances, what do I do?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

In exceptional circumstances and where you are in possession of evidence relevant to your assessment performance, which was not available to the Board of Examiners when their decision was reached, you may be able to submit an academic appeal, following the release of your ratified results. Students will be expected to provide evidence of good reason for not having made the Board of Examiners aware of the evidence prior to the assessment decision.

See Section 9.7 Academic Appeals (/-/academic/37360/resources/in/381545,788073/item/788087/#/) for further information on the grounds upon which an academic appeal can be made, as well as the process for making an appeal.

3. I have mitigating circumstances, but I cannot get hold of any supporting evidence. What do I do?

Evidence is normally a vital part of a mitigating circumstances submission. Without it your claim could be rejected. You must evidence the impact of your mitigating circumstances on your ability to undertake the assessment.

If for some reason your circumstances are such that there is no obvious supporting evidence to provide, please speak to your Programme team.

Photocopy or scanned evidence is acceptable. Please see the student guidance on mitigating circumstances (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/studentguidance/) for details about what type of evidence is acceptable, and also further details in the Guidance on Evidence for Mitigating Circumstances. (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/mitigatingcircumstancespolicy/evidence/)

4. I had mitigating circumstances for my assessment, but I did not submit by the deadline. Can I submit now?

Mitigating circumstances MUST be submitted **no later than 20 University working days following the assessment deadline** . Your mitigating circumstances claim must be received **before** your marks are released.

If you have a genuine reason for not being able to submit within the 20 University working days deadline, you can still submit a mitigating circumstances case. However, you will need to justify and evidence clearly why the claim could not be submitted on time. Examples of this might be if a student was hospitalised and unable to access a computer to submit a claim. If you are unable to submit your claim within the time frame, we still advise you to let your Programme team know about your situation.

Date reviewed: 28/08/24

Next review due: 01/09/25

6.6a What happens to my work?

The Assessment marking process

The following video explains how the marking process works at WBS.

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

1. First marking

A member of WBS faculty will be designated as Module Leader. All assessments are first-marked either by the Module Leader, or often by a team of markers (especially on large modules). All assessments are anonymously marked. They are only identifiable by your student ID number until marking is completed.

The marking criteria (/-/academic/37360/resources/in/381545,786874/item/792068/) are used by markers as a guide, but ultimately the mark is an academic judgment and your marker looks at your work holistically (and may add or reduce marks for features that cannot all be made explicit in the marking criteria - e.g. creativity).

Your overall mark may not necessarily equal the sum of your scores indicated on the marking grid.

2. Second marking and moderation

Moderation of the first-marking is conducted by a second marker who reviews a sample of assessments. Where there is a team of markers, the Module Leader oversees the whole process to ensure consistency and fairness of marks and feedback across markers, and ensuring marking and feedback are aligned with assessment and marking criteria.

Once the internal marking process is complete, provisional marks and feedback will be released to students on my.wbs. The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** maximum turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

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. If there is a significant delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

For details on the marking process for dissertations please see section 8.8. (/-/academic/37360/resources/in/381545,486302/item/486300/)

3. External Examiners

A sample of assessments which spans the full range of marks awarded will then be reviewed by an External Examiner, before the marks are confirmed at the Exam Board.

4. Exam boards

The Exam Board comprises of Course directors and External Examiners. The Exam Board takes place twice a year and reviews all marks by module and cohort, and confirms marks. Your marks are provisional until they have been confirmed by the Exam Board.

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/) are used for all postgraduate level assessments.

Marked Exam Scripts

For examinations, you will receive a breakdown of the marks awarded per question and also cohort-level feedback on each question in the exam. In addition, examination scripts will be scanned and uploaded to my.wbs to allow you the opportunity to view your answers alongside

the cohort level per-question feedback. Scans will normally be made available within 3 months of the exam.

Turnitin

Turnitin is similarity detection software used by the University to reduce the instances of 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.

For more information about plagiarism and Turnitin, please see Section 6.1b Academic Integrity (/-/academic/37360/resources/in/381545,786874/item/786876/)

External Examiners

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.

You can see a list of External Examiners allocated to each course in section 3.8. (/-/academic/37360/resources/in/381545,381558/item/1579836/)

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6.6b Your Marks and Feedback

Release of marks and feedback

Once the internal marking process is complete, provisional marks and feedback will be released to students 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 all 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. You will also have access to a scanned copy of your original exam script to be able to review your answers.

Marks are provisional until they are confirmed at the Board of Examiners meeting.

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.

While you may submit an academic appeal (https://warwick.ac.uk/services/academicoffice/modules_marks_assessments/students/appeals) against the decision of an Exam Board on various grounds, there is no provision for students to challenge academic judgement of examiners, or to dispute marks awarded in individual modules or pieces of work, nor to request a "re-mark".

The marking criteria

For individual assignments, you will receive a copy of the marking criteria, or marking 'grid', which will show how you performed in each area. An example screenshot of this is below:

Comprehension	Analysis	Critical Evaluation	Academic writing
Distinction	Distinction	Distinction	Distinction
Merit	Merit	Merit	Merit
Pass	Pass	Pass	Pass
Fail	Fail	Fail	Fail

If you want to learn more about each marking criterion, the marking criteria is available on the module page. There are also videos available for you to view for more guidance about each criterion in more detail. An example of how to find these videos is below:

Click on the column heading (e.g., Comprehension, Analysis...) to find more guidance about each criterion.

Class	Points	Comprehension	Analysis	Critical Evaluation	Academic writing
		(Showin Link to guidance on Comprehension understanding about the subject matter)	arguments supported by evidence)	(Showing capacity for original thought by questioning relevant arguments and/or identifying their strengths and weaknesses)	(Presenting a clear and structured assignment; use of relevant literature;academic honesty;referencing and citation)

Marking Turnaround

The University and department are committed to providing the appropriate support for students to fulfill their potential. As such, the department operates under a **20-University-working-day** turnaround time from assessment deadline for assessed work on modules. If you have an approved extension, your work will be returned 20 University-working days after your extended deadline. 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/timeliness)

As students have 20 University working days to submit mitigating circumstances for assignments, we are usually unable to release marks and feedback sooner than 20 University working days. 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. If there is a delay to the release of marks and feedback, your Programme Team will inform you via my.wbs.

Feedback on feedback

Once your marks and feedback have been released on my.wbs you will be invited to provide feedback on the feedback that you have received.

The following statements are provided:

1. *This feedback helps me to understand the strengths and weaknesses of my work and how I can improve my future work*
2. *The module leader answered questions related to the assignment in a helpful way*
3. *Assessment criteria provided for this assignment were clearly linked to this feedback*
4. *I felt that the marking and feedback process was fair*

In each case the statement is ranked from 1 (definitely disagree) to 5 (definitely agree) and the option of providing a qualitative comment is offered.

This is a good opportunity for students to feedback on the assessment period for a module.

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6.6c How your mark is calculated

Your module marks are always presented as a **whole number**, with no decimal places.

Many modules have more than one assessment element, called "components". For example, a module may consist of a 20% group work assignment and an 80% individual assignment. The marks for these two pieces of work will be weighted and combined, in order to calculate your final overall mark for the module.

Some more detail about how we calculate your overall module marks and how we round to whole numbers is below.

Rounding

When a number has a decimal place, it is rounded as follows:

.1 to .4: Rounded **down** to the nearest whole number. E.g. 70.4 becomes 70.

.5 to .9: Rounded **up** to the next nearest whole number. E.g. 70.5 becomes 71%

Here are two examples of how your marks are calculated

Example 1:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	20%	63	12.6 (20% =63*0.2)	
Individual Assignment	80%	55	44 (80% =55*0.8)	
				56.6 (12.6 + 44) Rounded to **57%** **overall module mark**

Example 2:

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Exam	60%	70	42 (60% = 70*0.6)	
Group work	40%	76	30.4 (40% =76*0.4)	
				72.4 (42 + 30.4) Rounded to **72%** **overall module mark**

Here is an example of a module which also has **Peer Assessment** (see section 6.1d (/-/academic/37360/resources/in/381545,786874/item/896546/) for more details about peer assessment):

Component	Weighting	ROUNDED MARK Original Mark	Weighted mark	ROUNDED MARK Final Module Mark
Group work	30%	70		
Peer Assessment Adjustment	20% (of 30% group work)	+1.1%* (rounded to 1% and added to 70 to make 71%)	21.3 (30% = 71*0.3)	
Individual Assignment	70%	64	44.8 (70% 64*0.7)	
				66.1 (21.3 + 44.8) Rounded to **66% overall module mark**

- *this 1.1% is the impact of the Peer Assessment on the group work. In this example, the Peer Assessment increases the group work mark by 1%.*

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6.6d Confidentiality of Your Work

All students studying at the University will own the intellectual property for their work and by virtue of their enrolment will grant the University a license to copy and use any materials created by them in the course of their studies, for those purposes required for the proper functioning of the University; this is covered in regulation 28 (https://warwick.ac.uk/services/gov/calendar/section2/regulations/patenting) 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 redact any parts of your work containing information which is particularly sensitive; you can also flag your work as confidential at the point of submission (see below) which will prevent the need for your work to be submitted to a third-party database, although you must seek permission from your Module Leader (or dissertation supervisor) first!

Any document submitted to Turnitin (see Section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/)) 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 to allow work to be flagged as containing information of a confidential nature where this may be deemed appropriate under a limited number of circumstances. Flagged documents will not be submitted to Turnitin. Permission from your Module Leader (or dissertation supervisor) must be granted, ahead of the submission deadline, for using this tick box.

Below "choose file to upload" click on ***"read more..."***

Read the statement and tick the box. We also ask that you provide some details of the nature of the confidential content, and why you need to submit as confidential, rather than anonymise the document.

Submitting as confidential

If your work contains commercially sensitive or confidential information (by which we mean information which should only be available to a restricted audience or to those authorised to have access to it) you may tick the box to mark it as confidential. However, students are strongly encouraged to learn how to anonymise their work appropriately so that it can be submitted through the normal route without the need to mark as confidential.

All assessed work is handled with due regard for confidentiality when it is being marked; using this tick box will simply mean that the work will not be run through externally hosted plagiarism detection software. However, it will still be examined for plagiarism by the marker and should plagiarism be suspected the student will be required to anonymise their work so that it can go through the software. All work which does not contain confidential work should be submitted without ticking this box. For more details refer to our online guidance on plagiarism.

☐ Tick this box if your document contains confidential information. You are required to supply information in support of this declaration.

Please give details of the nature of the confidential content of this document, and explain why you were not able to anonymise the information included.

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

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6.6e 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 is used sparingly and is normally only used in quantitative assessments i.e. examinations. It is rarely used in assessments where there is subjective interpretation of students' work.

What happens when marks may need to be scaled?

Where Scaling has been used the External Examiner is provided with all information about the exercise including the reason for scaling, the method of scaling, and the pre-and post-scaling scores. The External Examiner would usually confirm that they are comfortable with the adjustment of marks proposed, prior to your mark being released to you; all marks, however, remain provisional until signed off by the Board of Examiners. At the time of marks release, the Module Leader would also usually provide some concise commentary within the cohort level feedback to tell you that the marks have been scaled, the reasons for scaling and the method of scaling applied.

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6.7a 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
- Academic tutor
- 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!

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 (/-/academic/37360/resources/in/381545,786874/item/786904/)

It is not possible to have any assessed work re-marked.

If you need more support to understand the feedback and marks awarded, please contact your Programme Team who might refer you to your Academic Tutor.

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?

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6.7b Getting the Most from Your Feedback

We want students to make the best use of the feedback that they receive, both good and bad. Here is a video which talks about ways to respond to feedback, and provides some tips on ways to use it for improvement.

Note: *Audio and video is only available in the online*

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 or your academic 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!

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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 assessment conventions (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. Please see section 6.5 (/-/academic/37360/resources/in/381545,786874/item/1705338/) for more information about mitigating circumstances and the Mitigating Circumstances Panel.

The Board of Examiners will be notified of the decision but **NOT** the full details of your mitigating circumstances to ensure confidentiality. Recommendations 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.

Academic Appeals

Regulation 42 Governing Academic Appeal (https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals)s does not allow students to challenge marks they have been awarded for a particular piece of assessment or for a particular module. Decisions made by a Board of Examiners about the academic merit of a piece of work are academic judgements and cannot be challenged via this, nor any other, Regulation. An Academic Appeal can only be submitted:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

and therefore can only be raised once a student's final Exam Board has met.

More information about academic appeals can be found in Section 9.7 (/-/academic/37360/resources/in/381545,788073/item/788087/#/)

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Next review due: 01/09/25

7.2 Rules for Award

As well as the applicable Rules for Award, students should check their Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) to make sure that they are fully understood.

Students entering in 2023-24

Rules for Award 23/24 (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward) - Applicable to all students commencing their programme of study from the Academic year 2023/24.

The University's rules and minimum requirements for awards are defined in the Credit and Module Framework (https://warwick.ac.uk/services/aro/dar/quality/categories/credit) and Regulations (https://warwick.ac.uk/services/gov/calendar/section2/regulations/). These Rules for Award provide a summary of the principal requirements of the Credit and Module Framework and Regulations, and expectations of how they should be applied in practice.

The Rules for Award set out the principles under which Boards of Examiners are authorised to recommend awards on behalf of the Senate and the general requirements for each type of undergraduate and postgraduate award. They also explain the University's progression requirements and classification system. Requirements specific to undergraduate, integrated masters and postgraduate taught awards are detailed in the individual sections of the Rules for Award.

For further clarification, see the Appendix A: Degree Classifications section (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/appendixa/).

A PDF format of the Rules for Award (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/rulesforaward/rules_for_award_2023-24.pdf) is available for download.

For alternative conventions by year of entry, see Assessment Conventions (https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/), which shows the rules for award for students who entered in 2022-23 etc.

Borderline Policy

The following borderline category will apply to **all current students** from 2020/21 onward, for 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 your compulsory **dissertation, project or Business in Practice module (BiP)**.
- The borderline policy will also apply to Postgraduate Diplomas and Postgraduate Certificates, based on standard modules only.
- This is also stated in your Course Specifications in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/)

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7.3 Awards, Merits, and Distinctions

You should familiarise yourself with your Course Regulations in Section 3.5 (/-/academic/37360/resources/in/381545,381558/item/786744/) as well as the current Rules for Award (/-/academic/37360/resources/in/381545,786907/item/1210228/).

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.

See section 7.4 'If you fail a module' (/-/academic/37360/resources/in/381545,786907/item/786913/) for more information about what happens if you fail a module.

Types of Modules

There are basically three types of modules;

- **Core** - modules which students have to take, and must pass
- **Required** - modules which students have to take, but act like elective modules with regards to failure rules (can carry a fail of 40% or over)
- **Elective** - modules which students choose, and which do not have to pass. Students can carry a fail of 40% or over

Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

You may carry up to a maximum of 30 failed CATS credits with a minimum mark of 40%, in required or elective modules.

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

Awards

At Masters level, there are basically four award levels:

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

For the Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award, please check your course regulations to determine which modules can contribute to the credit for these qualifications. For some courses for example, the dissertation or Business in Practice modules may not be eligible to contribute to the credit for these 'exit' awards.

Qualification	Total Minimum Credit to be Taken	Total Minimum Credit to be Passed	Pass Mark for total minimum credit	Highest Level of Credit	Minimum Credit to be Passed at Highest Level
Postgraduate Taught Degrees					
Master's	180	150*	50%	7	150
PG Diploma	120	90**	50%	7	90
PG Certificate	60	60	50% (FHEQ 7)	7	40
PG Award	20	20	50%	7	20

*The award of a Master's may be made where a student has obtained 150 credits, providing the student has obtained a mark of at least 40% in the remaining 30 credits of 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 remaining 30 credits of failed module(s).

***Modules designated as core modules on Postgraduate Taught courses are required to be passed for award, or any associated exit qualifications, unless otherwise specified in course documentation.

Awards, 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. MSc in Mathematical Finance students must also see below. (#h_5433559613167299870086 1)

For courses leading to a Postgraduate Taught degree, the following degree classifications must be applied. The award classification average indicates the classification to be provisionally awarded as follows:

Classification	Award Classification Average
Masters, PG Diploma, PG Cert, PG Award with **Distinction**	70.0% and above
Masters, PG Diploma, PG Cert, PG Award with **Merit**	60.0% - 69.9%
Masters, PG Diploma, PG Cert, PG **Award**	50.0% - 59.9%
Fail	49.9% and below

Module marks and weighted average

The Merit and Distinction awards are calculated using a weighted average of your final marks, according to the CATS value of each module.

Module marks are always presented as a whole number, with no decimal places. If your module had more than one component, then the combined score for those components is rounded (either up or down) to the nearest **whole number**, like this:

59.1% - 59.4% would be rounded down to 59%

59.5% - 59.9% would be rounded up to 60%

When it comes to calculating your overall average, (also called a weighted average):

Example 1: 15-CAT Modules:

Take the whole numbers from your module marks, add those up, then add your dissertation weighted mark (if you have a 60-CAT dissertation, the you need to multiply by 4, if is worth 45 CATS multiply by 3, and if it is worth 30 CATS then multiply by 2). For Business in Practice, you also need to multiply that score by 2. Add the module marks total and the dissertation/BiP total together and then divide this total by 12. This is your overall weighted course average.

Your overall award weighted average is rounded to **one decimal place:**

- 69.47% would be rounded to **69.5%**
- 69.33% would be rounded to **69.3%**

Example 2: 10-CAT Modules:

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 award average of **69.66%** would be rounded to **69.7%. (<u>Not</u> rounded to the nearest whole number, i.e.,70%)**
- a weighted award average of 58.9% would not be rounded.

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 (below 50%).

MSc in Mathematical Finance

Students on the MSc in Mathematical Finance have additional requirements for achieving an award with merit or distinction. In order to achieve an award with merit, MSc Mathematical Finance students must attain a mark in their dissertation of 60% or above, **as well as** an overall weighted classification average of 60.0 - 69.9%. In order to achieve an award with distinction, MSc Mathematical Finance students must attain a mark in their dissertation of 70% or above, **as well as** an overall weighted classification average of 70.0% or above.

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7.4 If you Fail a Module

There are slightly different rules for failing a Core, Required or Elective module. See Section 7.3 (/-/academic/37360/resources/in/381545,786907/item/786916/) for details on the different types of modules. Your course regulations (/-/academic/37360/resources/in/381545,381558/item/786744/) show clearly which of your modules are Core, Required and Elective.

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 (capped at 50%);
- Or you can choose to carry the fail (see below for more details)

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.

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. Your resit assessment will be a different assessment question to the original.

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 - capped at 50%)
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.

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.

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 section 6.5 (/-/academic/37360/resources/in/381545,786874/item/786887/).

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	45
IB9020 Issues in Marketing Theory and Practice (resit)	50

If you fail a module at the second attempt, it becomes a final fail. It will look like this on your record of marks:

IB9Z90 Dissertation	42
IB9Z90 Dissertation (resit)	46

If you request a printed transcript after you have graduated, the capped resit mark will show as 50, without the first attempt showing. It would not be apparent on the transcript that this is a resit mark.

What if I need to extend my course registration to resit a module?

If you need to take a resit after the end of your course end date, you will need to extend your course registration period. Your Programme team will advise you about the process. Please note that extensions of registration period of up to six months are free of charge. Extensions greater than six months are subject to a **£75 administrative fee -** https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext (https://warwick.ac.uk/services/academicoffice/studentrecords/pgtext)

You might also need to extend your student visa. Check the Immigration pages (https://warwick.ac.uk/study/international/immigration/) for information about extending your visa, and any implications for the Graduate Route Visa. (/-/academic/37360/resources/in/381545,786907/item/1157620/)

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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

screenshot of academic record

You will be able to see all your current marks listed, and see the option on the **right-hand side** to download your current "Results summary", which will show your record of marks that have been approved by the Exam Board.

What is the difference between a transcript and a record of marks?

- A document that lists the modules and marks that is printed on official *university transcript paper* is called a **Transcript**
- A document that lists the modules and marks that is printed on *WBS headed paper* is called a **Record of Marks**

MSc students are given a transcript when they get their degree certificate. If they require further copies, they can request them from Student Records via https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript (https://warwick.ac.uk/services/academicoffice/studentrecords/records/transcript)

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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.

WBS Alumni

Graduating from WBS is not the end of the journey. As a member of our global alumni community you can take advantage of continued career support, networking opportunities, and exclusive events. Find out more online here. (https://www.wbs.ac.uk/alumni/)

Before you join our WBS 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.

Your Warwick student email address will remain valid for **one year after your course end date**. Please contact IT Services at helpdesk@warwick.ac.uk (mailto:helpdesk@warwick.ac.uk) for further information.

Some WBS Alumni benefits include:

- Exclusive events at our Warwick campus or at WBS London at The Shard, including seminars, conferences, business networking, formal dinners and more
- Continued access to our free Online Career Management Module
- Access to our award-winning Global Mentoring Programme
- Access to the WBS Alumni Directory
- WBS GraduatePlus provides continued career support via e-guidance, virtual coaching (not Skype), streamed webinars and online resources tailored to suit your needs
- Stay connected via our LinkedIn networks
- Free access to journals and research tools, including ABI Inform, Emerald, and MarketLine
- Exclusive discounts on further professional development opportunities with WBS, including our new Executive Education Alumni Referral Scheme (https://www.wbs.ac.uk/courses/executive-education/)
- Discounts on subscriptions and services, including The Economist, Financial Times, and Warwick Conferences
- Access to the MBA Alumni Scheme, offering MBA alumni the opportunity to take two free of charge modules from the current MBA delivery

If you are a Warwick Graduate you can also become a member of the Warwick Alumni Association (https://warwick.ac.uk/alumni/benefits) and apply for a smart card to use the Library as an external borrower. (https://warwick.ac.uk/services/library/using/visiting/external-borrowers/)

Graduation

Your graduation will be organised by the University of Warwick Awards and Ceremonies team. For up to date information about graduation ceremonies and processes, please check the Awards and Ceremonies website (https://warwick.ac.uk/services/academicoffice/congregation/).The University normally holds graduation ceremonies in January and July. For any other questions related to graduation, please contact graduation@warwick.ac.uk (mailto:graduation@warwick.ac.uk).

We look forward to seeing you at Graduation!

Graduate Route Visa

The Graduate Route is an un-sponsored, post study work visa. International students wanting to apply for a **UK Graduate Route Visa** can find lots of help and information online here (https://warwick.ac.uk/study/international/immigration/othervisas/graduate_route_work_visa).

Please note that there are some restrictions for students who don't proceed through their course smoothly. For example, if you have further resit assessments to complete from Term 2 or Term 3, outside of your normal course timeline, it is unfortunately not always possible to sit

these and process the marks in time for students to qualify for a Graduate Route Visa. If you have resits to complete after the end of your course registration period, you should speak to your Programme Team for further information on the timing of your resits, if you want to apply for the Graduate Route Visa. You can also speak to the Immigration team for advice on applying for this visa - Book a Help Desk Appointment (https://myadvantage.warwick.ac.uk/students/appointments/app/topic/29).

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8.1 Introduction to your dissertation

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. Some students will have study materials and guidance provided separately on their dissertation module page. The information in this section is applicable to **all** dissertations.

Introduction

As part of your course, you might be required, or have the option, 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 dissertation, its management by you, the supervision process and the marking criteria.

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.

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.

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8.2 Resources for your dissertation

The following resources are available to help you through your dissertation:

- Dissertation module page - accessible via my.wbs
- Dissertation Module Leader - course specific
- An academic supervisor (external or internal faculty)
- An online dissertation workbook (available via Resources for Management and Business MSc students only)
- Your Programme Team
- Your Academic Tutor
- The Library - https://warwick.ac.uk/services/library/students/postgraduates/ (https://warwick.ac.uk/services/library/students/postgraduates/)

Your Dissertation module page will be the main source of information, updates, deadlines and scheduled sessions. Your Programme Team will guide you through the dissertation process, providing information sessions and support along the way.

We will also organise some online live sessions in term 3 to help you with the writing up of your dissertation.

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8.3 Timetable for your 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.

Your Programme Team will introduce the options available to you for your dissertation, or capstone module. It is very important that you attend any information sessions with your Programme team, as they will make sure that you get the information that you need, when you need it.

You will be issued with specific instructions relevant to your course of study, but there are some commonalities across the Masters Portfolio in the dissertation process, which are as follows:

- If you undertake a dissertation, you will be submitting your final piece of work in late August/early September (please check your Dissertation module page for your specific submission deadline)
- You will have a range of resources available to you including your dissertation module page
- You will need to submit a proposal form and a Research Ethics Form
- You will be assigned an academic supervisor

Within the structure of teaching, supervision and other support, it will be helpful to plan and pace your project 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 discuss when you will be sending the draft to them and when you can expect their feedback.

If you are unsure about any aspects of the dissertation, please contact your Programme team.

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8.4 Student and supervisor roles and responsibilities

Each individual dissertation at WBS is supported by a supervisor. This is someone who will support you and guide you on the way to producing your dissertation, your final piece of work of your Masters qualification.

Every year, we supervise many students through this process and so we have a strong, multi-faceted team of people to support you. There are internal staff, some of whom you may have met during your module teaching, others are 'External Supervisors', whose main employment is not at WBS, but their wealth of knowledge and experience bring a real value to WBS. External Supervisors are carefully picked to have the right credentials and experience to help you give your best during your dissertation. Quite a few of our External Supervisors are ex-staff and former students!

Find out more about our External Dissertation Supervisors in our External Supervisor Directory (/$/$/$/event/cmsfile/t/item/i/486278/v/27/f/0/n/WBS-External-Supervisor-Directory-October--4.pdf).

The role of your supervisor

Your supervisor's role is to assist on issues such as methodology, pointing a student in the direction of suitable reading, and most importantly, to provide comment on the structure and content of the dissertation. Your supervisor must check and sign off your research ethics form before you submit this via my.wbs.

It is up to you to contact your supervisor to agree 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:

- Review and comment on project proposal.
- Review and sign-off the research ethics form.
- 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 student.

Your supervisor cannot approve any extensions to your deadline or mitigating circumstances. If you encounter any problems during your dissertation please speak to your Programme Team as soon as possible.

The role of the student

The role of the student is to develop and plan the research project, decide on the methodology, analyse data and to make recommendations and/or explain your findings. At the beginning of your research, you should inform your supervisor about the background of the project, the rationale for completing it, and use the first meeting with your supervisor to help generate ideas. Remember, you are marked on how well you articulate and interpret your findings and not on the success of the research project itself.

It is your responsibility to get in touch with your supervisor; supervisors will not chase students to engage with them.

The following sets out the minimum input expected from you:

- Submit a timely project proposal
- Submit a timely research ethics form for approval before undertaking any data collection
- Use the on-line support materials and attend information sessions.
- Once your individual project is taking shape make contact with supervisor (following feedback on proposal).
- Set up and agree a schedule of meetings to review the proposal, draft submissions and guidance.
- Set up and agree a date for the delivery of the first draft and final draft of the dissertation.
- Be pro-active in seeking help, where possible asking specific questions to ensure most efficient use of academic supervision.

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. For further information and advice on how to get the most out of your relationship with your supervisor and how to handle any problems which may arise, take this short online Moodle course from Postgrad Realities (https://moodle.warwick.ac.uk/course/section.php?id=461958).

If you do encounter any difficulties in your working relationship with your supervisor, you should endeavour to sort these matters out directly with your supervisor. In the event that this is not possible, then please contact your Programme Team for help.

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8.5 Research Ethics Approval

This section provides comprehensive guidance on applying for research ethics approval, which is an important part of your research.

Contents

Who needs research ethics approval? (#h_40665707538401746000722377)

What is research ethics approval? (#h_39106344415417460007303 37)

How do I apply for research ethics approval? (#h_907006439446671746000736815)

The research ethics approval process (#h_1472344702381745941910909)

Research Integrity online training (#h_654614783504717460007486 40)

What does the Research Ethics Form (REF) look like? (#h_68271973254041746000755528)

Tips for completing your Research Ethics Form (REF) (#h_95176562857371746000761232)

Who approves my Research Ethics Form (REF)? (#h_946451818602417460007672 00)

Confirming your ethical approval (#h_9975071206310174600077312 2)

What is a Research Ethics Form (REF) waiver? (#h_6389295396617174600077928 9)

Conducting questionnaires, surveys, interviews or focus groups (#h_23534900369011746000786136)

Using social media for your research (#h_76683114372721746000794474)

High-risk research (#h_53287949923121745942087146)

Student research in the NHS (#h_6976375617945174600080 8144)

Student research in the military (#h_14659241882261746000815234)

Artificial Intelligence and student research (#h_58757434285061746000821314)

Frequently Asked Questions (FAQs) (#h_9082978878785174 6000827882)

Who needs research ethics approval?

All students who undertake any research as part of their course must apply for research ethics approval **before starting any research**. This might be for your dissertation, Strategic Consulting Project (MBA students) or capstone project.

This is to ensure that any risks are identified, minimised and where possible mitigated through your research design. Ethical approval will help you ensure your participants' safety, data security and support you in conducting ethical research with integrity.

You must not undertake any research, including any data collection, before you have received the necessary ethical approval. It is your responsibility to ensure that the necessary ethical scrutiny is undertaken for your research.

If you do undertake research without ethical approval, you may be subject to student research misconduct (https://warwick.ac.uk/services/ris/research-integrity/research-misconduct/codeofpractice_researchmisconduct/) proceedings, which could result in your work not being marked.

What is research ethics approval?

WBS has authority to approve low-risk student dissertation research under the University's Course Delegated Approval (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/delegated-student-research/) policy. This approval is only in place for low-risk projects, which are defined by the University as projects that:

- are **limited to** interviews, focus groups, and questionnaire completion, or the evaluation of software and e-Learning materials;
- are with participants who are **not** vulnerable and **not** dependent (including, but not limited to those not receiving health or social care, primary or secondary education, or criminal justice services);
- do **not** investigate sensitive or intrusive matters (e.g. health status, criminal activity, or sexual history);
- do **not** take place in dangerous locations (e.g., countries where FCDO travel warnings are in place);
- NHS clinical audit projects;
- NHS health/social care service evaluation and development projects.

Your research ethics approval will be granted by your dissertation or project supervisor. Your supervisor will review your research ethics application and provide an outcome based on the potential risks. Your supervisor will make a judgement on the ethical risks of your proposed research. Supervisors are only permitted to approve low-risk projects.

How do I apply for research ethics approval?

All students who undertake a dissertation or capstone project (e.g. SCP) must complete a Research Ethics Form (REF). This is an online form which will ask you a series of questions about your planned research. It is recommended that you discuss your research ethics application with your supervisor before completing the online form.

Click here to access the online WBS PGT Student Research Ethics Form (REF) (https://wbs.qualtrics.com/jfe/form/SV_1Rjpdf1wRHmhthI)

Before you complete the online form: All students who undertake any research, must complete the mandatory Research Integrity online training moodle (see below).

Here is a list of documents which you will need to have ready to submit with your Research Ethics Form:

- Your certificate of completion for your online Research Ethics training (see below (#h_65461478350471746000748640));
- Your completed Participant Information Leaflet (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups);
- Your completed Participant Consent Form (#h_23534900369011746000786136) (if you are conducting surveys, interviews or focus groups).

The overall process for applying for your research ethics approval is in the flowchart below. (#h_14723447023817459419109 09) This can also be broken down into three steps:

1. Complete your online Research Ethics training;
2. Submit the online Research Ethics Form;
3. Once approval is received from your supervisor, submit the PDF version of your approval to my.wbs.

Once you have completed and submitted your REF, you will not be able to go back and make changes to it, so please make sure that you spend time to complete thoroughly and accurately. There is a PDF version of the Research Ethics Form with guidance notes attached below. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf) You could use this to prepare some draft answers, but you must submit the online Research Ethics Form.

Please also see the Research Ethics Form checklist (#h_17328096220651745942040893) below, to ensure that you have followed all the steps and are ready to submit your REF.

The research ethics approval process

Here is a flowchart of the process for you to obtain your research ethics approval.

Research Integrity online training

Research integrity is an essential part of research and research culture. It gives confidence to others, including the public, that the methods and results of research are reliable, credible and trustworthy. Research integrity covers a range of areas - from adhering to institutional policies, standards and protocols, to reporting research findings clearly and transparently.

The University provides online research integrity training relevant to all those involved in delivering or supervising research.

All students delivering research are required to complete the concise version of the Epigeum Training Programme as a minimum.

The concise version is specifically designed to allow researchers to quickly and efficiently complete their mandatory research integrity training and provides an overview of their responsibilities and key principles with regards to Research Integrity. It takes around 45 minutes to complete. It also offers five optional 15-minute modules. All students working with human participants are advised to complete the supplementary 'Protecting Human Participants' module.

This online training is aimed primarily at full-time research staff, so whilst most sections will be useful to you and your research design, there will be some sections which may feel less relevant.

You will be asked to upload a copy of your completion certificate for the concise version of the online Epigeum Training Programme as part of your Research Ethics Approval Form.

You will need to access the course via this link. (https://courses.epigeum.com/register)

Please complete the registration form, ensuring that you use your **@warwick.ac.uk** email address in the field marked: 'Enter your e-mail address' and your **department** in the 'institution-specific' field. Once registration is complete, you will be asked for an access token:

- Access token for **the concise** version: a4a6ac85

You will then be sent an activation email. If you don't receive this, please check your junk/spam. If you cannot locate the email, or if you have any difficulties accessing the training, please check the following page in the first instance: https://courses.epigeum.com/help (https://courses.epigeum.com/help)

Once the account is activated, please log in and you will be shown the course programme. Below is a screenshot of the concise course page after you have logged in. Click "Launch" to open the course. This is also where you will download your certificate of completion from.

Detailed instructions on how to access and complete the online research integrity training (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/6/n/Instructions-for-completing-the-Online-Epigeum-Research-Integrity-Training.pdf) are attached.

If you are having difficulty accessing the training, please contact Epigeum for support at epigeum.support@sagepub.com (mailto:epigeum.support@sagepub.com)

What does the Research Ethics Form (REF) look like?

The online Research Ethics Form (REF) will guide students through a set of questions, and will respond to answers provided, to help capture detailed information for your supervisor to review and make an informed decision. This form has also been designed to help you think in more detail about your research methods and structure your project.

You will be asked a series of questions relating to your research including:

- Course and Programme Team information
- Student details
- Supervisor details

- Research methodology
- Data collection
- Data security
- Data analysis
- Whether your research involves the NHS, social care or the military in any way
- Whether your research involves an intervention, and if so, how
- Whether your research involves social media, and if so how

A PDF copy of the Research Ethics Form and associated guidance notes are attached. (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/5/n/PDF-of-WBS-PGT-Student-Research-Ethics-Approval-Form-guidance-notes-for-students.pdf)

If you will be conducting surveys, questionnaires, focus groups or interviews, you will be asked to upload a completed copy of your **Participant Information Leaflet** and (#h_23534900369011746000786136)**Participant Consent Form (#h_23534900369011746000786136).** You will find templates for these documents attached to this page.

Only one copy of these is required as an example of what you will use. Read carefully the information on the template and update the red text appropriately for your study.

Tips for completing your Research Ethics Form (REF)

- Be as specific and detailed as possible to avoid your supervisor rejecting the form due to lack of information;
- Pay particular attention to how you will ensure the safety of your data e.g. data storage (how, length, access) and anonymity of your participants;
- Only collect the data you definitely need for your project;
- When you are completing the form think carefully about the ethical risks, or potential risks, of your research and how you will minimize or mitigate these;
- Some of the text boxes on the REF appear small, but you can expand them easily by clicking and dragging the bottom right-hand corner;
- There is no word-limit for the REF sections, but think about writing succinctly to make your answers clear and easy to understand and review for your supervisor e.g. avoid unnecessary use of jargon.

Who approves my Research Ethics Form (REF)?

Your Research Ethics Form will be reviewed and approved by your supervisor. Your supervisor will provide one of the following outcomes for your REF depending on whether you are collecting primary data or not.

For REFs that do not involve any primary data collection:

1. **Research Ethics Form waiver approved**- further ethical approval is not required; you can continue with your research as specified in the submitted REF. See more information about what a REF is waiver below. (/-/academic/232972/resources/in/989742,1328764/item/1328847/#h_63892953966171746000779289)
2. **Research Ethics Form waiver not approved**- the research is not eligible for a REF waiver due to the answers provided, and you must re-submit a new REF.

For Research Ethics Forms that **do** include primary data collection:

1. **Research Ethics approval granted**- the project is low risk and the appropriate measures have been considered, your supervisor is happy to approve. You can continue with your research as specified in the submitted REF.
2. **Research Ethics approval granted with conditions** - there are revisions or additional considerations needed which are conditions of your supervisor's approval. Ethical approval is granted on the condition that these considerations or revisions are carried out and implemented by you. By uploading your approval to my.wbs you are confirming that you will implement these conditions.
3. **Rejected- major revisions required and re-submit REF -** you need to make some changes to your research before your supervisor can approve. You will need to submit a new REF once you have discussed this with your supervisor, and amended your research to minimise the risks and address the supervisor's concerns.
4. **Rejected**- **full HSSREC review and approval required** - your research is not suitable for low-risk review due to your chosen methodologies. Please see the section on "high-risk research" below. (#h_53287949923121745942087146)

Confirming your ethical approval

Once you have submitted your REF, your supervisor will automatically be sent a copy of your responses to review. They will submit their decision via an online form, and you will receive notification of the outcome of their review via email. Your Programme Team will also be copied into this email. This email will let you know what you need to do next if your REF is not approved.

Once you have received your ethical approval from your supervisor via an approved REF or REF waiver, **you must upload a copy to my.wbs.** This will usually be via the assessment tab of your module page on my.wbs.

Your Programme Team will be monitoring for submissions and checking that you have uploaded an approved version, with your supervisor's signature.

If you do not upload your ethical approval to my.wbs, **your final submission may not be marked.**

You must also include your approved REF or REF waiver as an appendix to your dissertation or final submission. Your supervisor will check as part of the marking process that this has been included, and reflects your research.

If your research changes significantly during your study, you must apply for new research ethics approval by submitting the Research Ethics Approval Form again.

What is a Research Ethics Form (REF) waiver?

Research does not require ethical scrutiny if it does not involve direct, or indirect, contact with participants. When you complete the online Research Ethics Form, you will be asked about your data collection methods. If you are **not** collecting any primary data then you might be eligible for a REF waiver. This essentially means that you will not be asked certain questions on the REF which are applicable only to primary data collection.

You are responsible for ensuring that the necessary ethical scrutiny is undertaken for your research, by completing the REF correctly to the best of your knowledge.

Types of projects that are eligible for a REF waiver include most research involving:

- Previously existing datasets where individual-level information is not provided,
- Where individual level data is provided but individuals cannot be identified (eg. British Household Panel, General Social Survey etc.),
- When using historical data.

Your REF will be reviewed and approved by the supervisor, who will be able to either approve or reject a REF waiver for your research, if you are not collecting primary data.

If your REF waiver is rejected, you will need to re-submit a new REF. This outcome is usually due to the student submitting contradictory information, e.g. stating no primary research but also mentioning conducting interviews, or not providing sufficient detail.

If your REF waiver is approved, then you can continue with your research as outlined in your submitted REF.

Conducting questionnaires, surveys, interviews or focus groups

If you are planning on conducting any surveys, interviews or focus groups as part of your research, you must provide completed copies of your **Participant Information Leaflet** and **Participant Consent form**. Copies of these documents are attached:

- Participant Information Leaflet template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/3/n/WBS-Participant-Information-Leaflet-2024-25.docx)
- Participant Information Leaflet template abridged version (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/2/n/WBS-Participant-Information-Leaflet-2024-25-abridged-for-online-anonymous-surveys-.docx) - only to be used for anonymous online surveys
- Participant Consent form template (/$/$/$/event/cmsfile/t/item/i/681441/v/71/f/4/n/WBS-Participant-Consent-Form-2024-25.docx)

While it will be useful to use these templates as a starting point, it is advised that you must keep your participants in mind when drafting any materials which they will be presented with. For example, is the language appropriate for their literacy levels? The Participants Information Leaflet and Consent Form should be written for your participants, not for your supervisor.

Online questionnaires are usually considered self-consenting so it is not necessary for all participants to complete a separate document of the consent form for you to keep. Instead, the content of the consent form as a statement could be included in the introduction to the survey to state that by completing the survey, participants are consenting for their data to be used in the study. An information leaflet should still be provided to explain what the study is about, and what will happen to the data etc. It should be clear to participants how they can withdraw from the study if they change their mind (e.g., by closing their browser). It should also be clear whether participants can withdraw their data after participating, which for anonymous surveys will often not be possible. It must be made clear that once responses have been submitted, it will not be possible to withdraw data from the study, as responses are anonymous and it will not be possible to identify individual responses.

All students are only permitted to use **Qualtrics or MS Forms** for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note that Survey Monkey is not currently a university-approved service. The University also recommends **MS Teams for Business** as a secure platform for online interviews.

You can register for a Qualtrics account here: https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics (https://warwick.ac.uk/services/its/servicessupport/software/list/qualtrics)

Review the University's guidance (https://warwick.ac.uk/services/legalandcomplianceservices/dataprotection/) on GDPR before publishing surveys.

If you are conducting interviews or focus groups, you should complete the supplementary 'Protecting Human Participants' online research integrity training module (https://warwick.ac.uk/services/ris/research-integrity/training/online-training/).

Using social media for your research

Using social media in your research includes any of the following:

- To recruit participants;
- As a data source;
- As a data collection tool;
- For communication into focus groups, chat rooms, or interviews.

When completing your REF, you will be asked to describe how you will be using social media in your research. You must detail how you will minimise any risk, and whether the use of social media data is the best option weighed against risk, in relation to harm caused to participants.

Consideration should be given to:

- Whether it is possible to obtain informed consent from social media users;
- The practicalities of allowing a participant to withdraw their data;
- Whether the data is sensitive and there is the potential to cause harm to social media users should their data be exposed to new audiences;
- Whether there is the potential to unknowingly collect data from young or vulnerable participants as social media can often make it difficult to identify such individuals;

If you are planning on using social media for your research, you must read the University guidance on research using social media and ethical approval: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/social-media/)

High-risk research

Your supervisor may identify factors within your submission which mean that your research is potentially "high-risk", due to the methodologies and data collection methods.

Your REF will automatically be flagged to you and your supervisor as being "high-risk" if you tick "yes" to any of the ethical risk statements on the form. The ethical risk statements are as follows, research which involves:

- Participants who are particularly vulnerable or unable to give informed consent or in a dependent position (children, over-researched groups, people with learning difficulties, people with mental health problems, young offenders, people in care facilities, prisoners)
- People without their consent or knowledge at the time, and / or involve deception of any sort (e.g. covert observation of people in non-public places)
- Young person(s) under the age of 18 years
- Participants who are involved in, or have been involved in, any unlawful activities
- Primary research in partnership with, or where the participants are employed by, the UK / armed forces, other military organisations (including contractors) or are employed by any overseas military organisations in any capacity.
- Risks of possible disclosures or reporting obligations (e.g. research that covers topics where participants may reveal sensitive information such as risk of harm to themselves or others, professional malpractice or insecure migration status that would need to be reported to relevant authorities)
- Risk of inducing psychological distress or anxiety, or produce humiliation, or cause harm, or lead to negative consequences beyond the risks encountered in normal life

- Physiological harm, exertion or discomfort for participants
- Administration of any substance to participants, or any physically intrusive procedures, the use of bodily materials or human tissue, or DNA/RNA analysis.
- Conflicts of interests for the researcher(s) in undertaking the study. This includes relationships with participating organisations or participants - but does not necessarily exclude employers.
- Purposefully recruiting pregnant individuals to participate in research. Students must put in place steps to make sure that anyone who may be pregnant is not put under any risk whatsoever during the course of the study.
- The transfer (physically, electronically or verbally) any data, technologies, material, equipment or know-how, to any non-UK organisation, that could be used to support the design, development, production, stockpiling or use of nuclear, chemical or biological weapons.
- The use of social media data which has the potential to cause harm / distress or puts at risk the confidentiality and rights of social media users

Any research that is not considered to be low-risk will need to either be amended to address and remove the ethical concerns identified, or be referred to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC) for review and approval. You will need to apply for HSSREC approval, or make some significant changes to your research.

Full review by HSSREC is a time-consuming process and will require the completion and submission of additional documentation, which will delay your data collection, and could impact on your dissertation completion.

Additional documentation may include specific interview/survey questions, all participant recruitment materials and completion of another research ethics form. Some studies will also need to provide completed Risk Assessments, copies of local approvals (for some research taking place in other countries), or other relevant permissions required to conduct the study.

There is more information about HSSREC approval processes here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

You must not start any research until you have received ethical approval from your supervisor, or HSSREC approval. If this is the outcome for your REF, you should consider amending your project to minimise the risks, so that your supervisor can approve. You should discuss the next steps with your supervisor.

Student research in the NHS

Only projects/studies with the NHS that are classified as a service evaluation or clinical audit can be approved by your supervisor. All other projects will need referral to the University's Humanities and Social Sciences Research Ethics Committee (HSSREC).

It is your responsibility to find out what type of study you are planning: https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/ (https://warwick.ac.uk/services/ris/research-integrity/ethical-approval/classify-study-design/)

The Health Research Authority (HRA) provide an online tool that will ask a series of questions about your project/study and will provide you with an answer about whether it is considered "research" by the NHS: http://www.hra-decisiontools.org.uk/research/ (http://www.hra-decisiontools.org.uk/research/)

You will be asked as part of your Research Ethics Form whether your project is a service evaluation or a clinical audit, and how you arrived at that decision. If you have received approval from your NHS Trust's R&D department for this project, you will be asked to upload this approval. You can find the R&D contact details here: https://rdforum.nhs.uk/rd-contacts-directory/ (https://rdforum.nhs.uk/rd-contacts-directory/)

Student research in the military

Most research involving the Ministry of Defence will need additional approval, and will not be eligible for low-risk review. If you are planning to conduct your research involving the MOD, you will need to contact the MOD Research Ethics Committee in the first instance:

Ministry of Defence Research Ethics Committee - GOV.UK (https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fgroups%2Fministry-of-defence-research-ethics-committees%23contacts&data=05%7C02%7CJosie.Englishby%40wbs.ac.uk%7Cf1a46ace6b36437736bf08dd55908971%7C09bacfbd47ef446592653546f2eaf6bc%7C0%7C0%7C638760801455629075%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=mN55NrynaTM%2FYGSQ4fa5Gjgz6kgo2smGzXeGFadAg%2FM%3D&reserved=0)

Once you have obtained written confirmation from the MOD REC that no ethics review is required by them, you can submit your Research Ethics Form. Your project must still be eligible for low-risk review under all the relevant criteria, and may still need additional review from

HSSREC before approval is granted.

Artificial Intelligence and student research

If you are planning to use AI in your research, please see the University guidance on AI in Research. (https://warwick.ac.uk/services/ris/research-integrity/airesearch/) You should also make sure that you are familiar with the referencing guidance in your Academic Practice module (/-/academic/352522/home/) and information on academic integrity in relation to the use of AI in assessments (/-/academic/37360/resources/in/381545,786874/item/1548155/).

FAQ's

How do I know if my REF has been approved?

Once you have submitted your online Research Ethics Approval Form, an email will be sent automatically to your supervisor to request review. You will also be sent a confirmation email of your responses. Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. Your supervisor is sent a copy of your online Research Ethics Approval Form and an additional set of questions to confirm that they have reviewed the content, including associated documentation. They will be able to provide their signature onto the online form directly.

Once your supervisor has reviewed your submission, you will receive a confirmation email of the outcome. Your Programme Team will be copied into this email.

Your research has only been given approval once you have received a confirmation email to state that your REF or REF waiver has been approved.

It cannot be emphasised enough that you cannot start any research until you have received ethics approval from your supervisor.

I haven't heard back from my supervisor about my REF submission, what should I do?

Supervisors are given a deadline of 10 working days to review and respond to Research Ethics Form submissions. If you have not received an outcome via email after 10 working days of your submission, you should first check that you have inputted the supervisor's email address correctly on your form. After checking that the email was correct, you should contact your supervisor in the first instance to remind them to review your research ethics. If after contacting your supervisor, you do not hear back from them after 3 working days, you should contact your Programme Team.

I have made an error on my Research Ethics Form; can I retract it?

No. Once submitted, your Research Ethics Form is automatically sent to your supervisor to review. If you need to make any changes before your approval has been given, you must resubmit a new form via the same link. You should email your supervisor to let them know to expect a new version of the Research Ethics Form, and disregard the first submission. Your supervisor will then have 10 working days from the submission of your new form to provide you with an outcome.

I am conducting a Strategic Consulting Project (SCP) in a group, how do I submit my Research Ethics Form?

MBA students who are completing an SCP will need to complete one REF together. The form will ask whether you are undertaking an SCP and then additional fields will show for all three student details. You should agree the content of the REF together and submit one copy (similar to assessed group work). You can use the PDF guidance notes to prepare your answers before completing the online form. Confirmation emails will be sent to all three members of the SCP group. You will then each need to include a copy of your approved REF, or REF waiver, as an appendix to your final individual piece of work on submission.

Can I save my Research Ethics Form and finish it later?

You cannot save your Research Ethics Form, however, once you start completing the online form, any partial responses will be held in the system for 7 days. This means that if you begin the form, and then close down the browser, you can return to it and find your responses still there for up to 7 days. After 7 days, the responses will be deleted and you will need to start again.

There is a PDF version of the Research Ethics Form attached to this page, if you wanted to prepare some draft answers before starting the online form.

I have made an error part-way through the Research Ethics Form and cannot go back, what do I do?

If you have made an error and the back button is not available, you will need to start your Research Ethics Form submission again. In order to wipe your responses and start from the beginning, you will either need to wait for 7 days (e.g. if you started very early and have time to wait, as the system will delete all partial responses after 7 days), or you can contact QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk) and ask them to remove your partial responses so that you can start over.

I have received ethics approval with conditions, what do I need to do now?

If your supervisor has approved your Research Ethics Form with conditions, you need to address these conditions within your research design. You do not need to submit a new Research Ethics Form. The conditions are mentioned on your approved version of your Research Ethics Form, which you need to upload to my.wbs, and include as an appendix to your final submission. You must therefore address and implement these conditions. Uploading your REF to my.wbs is confirmation that you are taking responsibility for the implementation of these conditions.

If major revisions are needed, your supervisor will reject the REF and you will need to resubmit for approval.

If you do not implement these conditions within your research, your supervisor will become aware of this when marking your dissertation. This may then become ethical misconduct if you are in breach of your ethical approval.

My research has changed since I received my ethical approval, what do I need to do?

If your research changes significantly, in terms of your research question or methodology, you will need to submit a new Research Ethics Form. You only need to submit a new Research Ethics Form if there are changes to the ethical risks involved e.g. changes to how you are collecting your data, what data you are collecting, and/or what you are going to do with it.

You should discuss this in the first instance with your supervisor. When your supervisor marks your work, they will check that the correct approved REF or REF waiver is included as an appendix. This is so that they can check that your ethical approval aligns with the research delivered.

Can I pay my participants?

No, you are not permitted to pay or provide any monetary or financial incentive to your research participants. This is because it is unethical for researchers to pay participants using their own money. WBS is unable to fund student PGT research, and there is no spending allowance for this.

I want to conduct online surveys, which platform can I use?

All students are only permitted to use Qualtrics or MS Forms for online surveys and questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

I want to conduct online interviews, which platform can I use?

The University recommends MS Teams for Business as a secure platform for online interviews.

How should I store my data so that it is secure?

Data must be stored securely. We recommend that students store their data on Warwick Servers (your Warwick OneDrive). Students are not permitted to store any data on external devices (including mobile phones, voice recording equipment, external hard drives, USB sticks, google etc). See the University guidelines on research data. (https://warwick.ac.uk/services/ris/research-integrity/research_code_of_practice/research_data/)

I have uploaded an incorrect version of my Participant Information Leaflet/Consent Form, can I replace it?

Unfortunately, the online form does not have the function for you to replace any answers or files uploaded. If you realise that you have uploaded the wrong file as part of your submission, you should email your supervisor directly with a copy of the correct file.

What is HSSREC?

Any University of Warwick student or member of staff who wishes to undertake research with ethical implications or research that involves human participants, their data, or their tissue, must obtain appropriate ethical approval from a University Research Ethics Committee.

HSSREC is the University's Humanities and Social Sciences Research Ethics Committee. HSSREC have granted WBS permission to approve student research ethics forms which are low-risk.

Additional Research Ethics FAQ's can be found here: https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/ (https://warwick.ac.uk/services/ris/research-integrity/apply-ethical-approval/)

Checklist for Research Ethics Form submission

Step	Action	Completed
1	Complete your online Research Ethics Training moodle	
2	Download certificate of completion for Research Ethics Training (PDF)	
3	Look at the REF guidance and discuss with your supervisor	
4	If conducting your study in the NHS or social care, find out how the NHS classify your study (research, clinical audit or service evaluation)	
5	If conducting your study in the MOD, obtain confirmation that you do not need MOD research ethics committee approval	
6	If conducting interviews, surveys or focus groups, complete your Participant Information Leaflet and adapt for your study	
7	If conducting interviews, surveys or focus groups, complete your Participant Consent form and adapt for your study	
8	Submit your online Research Ethics Form	

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Next review due: 01/09/25

8.6 Surveying Software

The University recommends using Qualtrics or Bristol Online Surveys to distribute online surveys or questionnaires. These tools have been approved by the University's Information Governance team as secure for hosting data. Please note Survey Monkey is not currently a University-approved service.

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

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Next review due: 01/09/25

8.7 Presentation and submission of the dissertation

You must submit your dissertation via my.wbs before the submission deadline. Your dissertation will need to be submitted as one PDF file.

If you are experiencing any challenges with submitting your dissertation by the deadline, you must submit a specific extension request in advance of the deadline. Self-certification extensions are not permitted for dissertations. We recommend that if you are worried about meeting your deadline, you should speak to your Programme Team as soon as possible.

Word Count

The word limit for your dissertation will be made clear to you via your Programme team information sessions, and on your dissertation module page.

The WBS word count policy applies to all assessments, including dissertations: see section 6.2c Word count policy. (/-/academic/37360/resources/in/381545,786874/item/786880/)

Formatting

- Typed in Arial 11pt.
- A4-size page layout.
- 1.5 lines spacing.
- 2.54cm margins.
- ID number in the header of every page.
- Page numbers (bottom centre).

Contents

You should include a 1-page summary (abstract), setting out briefly the objectives of the project and conclusions reached. The abstract will be included in the word count (see WBS word count policy (/-/academic/37360/resources/in/381545,786874/item/786880/)). The abstract should be a maximum of 500 words.

All citations should be punctuated and referenced correctly. References should be quoted in Harvard style in the body of the work and in the reference list and not at the foot of individual pages.

A bibliography should also be included at the end of the dissertation.

You can add an acknowledgements section to your dissertation, but this is not mandatory and will not be included in the word count.

Your dissertation coversheet will be automatically generated when you submit on my.wbs.

Confidentiality

All copies of the dissertation belong to the student and the work is the student's intellectual property.

You should try, wherever possible, to use only anonymous data in your dissertation.

Please see section 6.6d (/-/academic/37360/resources/in/381545,786874/item/786899/) for information about submitting your work as confidential. You should discuss this with your supervisor in advance.

Referencing and citation

You have already completed some assignments at WBS, so you should be familiar with quoting, paraphrasing and summarising the words and ideas of other people in your writing. Referencing is an important academic practice and an essential element of academic writing. Please see your Academic Practice module (/-/academic/352522/resources/in/1756872,1756871/item/1756813/#/) for more guidance on referencing.

Referencing software

If you have not tried using a software package to help you organise your reference list and bibliography, you may like to try one while writing your dissertation as this usually saves time and can be added to your CV as another software package that you are familiar with.

The Library provide support and guidance for a software called EndNote (https://warwick.ac.uk/services/library/students/endnote/). Other software includes Zotero, Mendeley and RefWorks.

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Next review due: 01/09/25

8.8 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.

All WBS postgraduate dissertations are double (blind) marked via my.wbs. This means that the first marker (in this case, the main supervisor) marks and comments. The second marker marks "blind" (i.e. without access to the 1st marker comments.) The final mark is agreed after discussion between markers. In rare cases where the first and second marker are unable to agree on a mark, then an arbitration process is followed.

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.

A sample of all dissertations for each course is also sent to our External Examiners for review and final approval. Please see section 6.6a (/-/academic/37360/resources/in/381545,786874/item/786888/) and section 3.8 (/-/academic/37360/resources/in/381545,381558/item/1579836/) for more information about the role of the External Examiners.

All marks are subject to confirmation by the Exam Board.

The pass mark for the dissertation is **50%.**

You should receive your marks and feedback within 20 University working days of your submission deadline.

The dissertation mark will be considered at the next Board of Examiners meeting (held in June and November each year). If your dissertation has not achieved the pass mark (50%), it is likely that the Board will allow you an opportunity to make a resubmission within 6 months of the Board for a capped mark of 50. You will be written to following the meeting to confirm the Board's decision and the next steps.

Page last updated: 16/11/24

Next review due: 01/09/25

9.1 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, to identify and solve issues and also to learn about things that assist your learning so that we can disseminate best practice 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.

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9.2 Ways to Give Feedback

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 and assessment, as well as other topics such as library resources, computer facilities and careers support.

SSLCs normally meet three or four times each year (virtually or face-to-face), and additional meetings can be convened if necessary. The minutes from the SSLC meetings will usually be posted on your course page on my.wbs.

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 your Programme Team or one of your SSLC student representatives who can raise them at the next SSLC meeting, if appropriate. We encourage all students to engage with their SSLC by assisting with any questions raised and feeding back on important matters for them to raise on behalf of the cohort.

See section 2.1e (/-/academic/37360/resources/in/381545,786687/item/786703/) for more information about the SSLC system.

End of 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 via another online survey on the module page.

Masters Community Voice Group (CVG)

The Community Voice Group is a voluntary group of students that are recruited to provide their individual opinions on important student experience topics. See section 9.3 for more information about the Masters Community Voice Group and how to sign-up.

University-wide surveys (PTES)

The University circulates surveys to gather feedback on the student learning experience at Warwick on an annual basis. This typically includes the Postgraduate Taught Experience Survey (PTES).

The Postgraduate Taught Experience Survey, or PTES, is a national survey of postgraduate taught students and invites you to comment on your experience. The survey is open to both full-time and part-time students. All eligible students are encouraged to complete the PTES survey to ensure that the results accurately reflect the views of the majority of students.

The results from PTES are used both departmentally and institutionally, to identify areas for celebration and where more work needs to be done to improve the student experience. They allow us to benchmark ourselves against the Sector and other Russell Group Universities to see how we compare for student experience. This survey is not associated with Teaching Excellence Framework (TEF) and does not feed into league tables.

PTES normally runs from April to June each year. You will be contacted with details of how to access and complete the survey, along with reminders.

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9.3 Masters Community Voice Group

The Community Voice Group (CVG) is a voluntary group of students that are recruited to provide their opinions on important student experience topics. This is also an excellent opportunity for student networking, as students are recruited across courses.

There are two Masters Community Voice Groups: one for **full-time MSc courses**, and one for **post-experience students**.

What is the purpose of the CVG?

The main purpose of the CVG is to investigate in depth the student opinion and feedback on chosen topics, ideas and common problems. This differentiates the CVG from the SSLC, which is student led and provides cohort level feedback.

The CVG acts as an important branch of the overall student feedback mechanism, and is integral in informing decisions and making improvements to enhance the overall student experience at WBS. Members of the CVG might also be given opportunities to volunteer for additional focus groups and student feedback events.

What is involved?

There is no pre-work required for the CVG meetings. CVG meetings run once per term as a minimum, however, more meetings might be called if required. Selected topics and an agenda are provided to students in advance, and minutes produced and circulated following each meeting. Topics are pre-selected and chosen based on a variety of sources such as the results of the Postgraduate Taught Experience Survey, SSLC issues raised, or specific course development ideas or challenges raised at other forums.

Membership of the Masters Community Voice Group currently includes:

- Student volunteer members
- Programme Quality Manager
- Deputy Programme Quality Manager
- Director of Student Experience

Please see the Masters Community Voice Group **terms of reference attached below** for more information.

What are the differences between SSLC and CVG?

SSLC	Community Voice Group
Run by Student Union	Run by WBS
Wide spread issues from facilities to assessment and teaching	Specific issues or topics decided in advance and being looked at in more detail
Nomination process and voting by cohort	Volunteer basis, sign-up only
Should be sharing the views of the cohort overall	Sharing individual views and opinions
Feedback gathering required before meetings	No pre-work required
Agenda set by student reps	Agenda set by Programme Quality Team in advance
Minutes produced by student reps	Minutes produced by Programme Quality Team
Some quick wins and immediate fixes for specific issues raised	Longer term problem solving and development of overall student experience

For more information about the SSLC please see section 2.1e Students' Union and SSLC. (/-

/academic/37360/resources/in/381545,786687/item/786703/)

Can I be an SSLC rep and a member of the CVG?

Students can volunteer to be both an SSLC rep and a member of the CVG if they want to, however, they should consider how much time they can dedicate to either feedback mechanism around their studies, which must always take priority.

If you have any questions or would like to discuss the CVG, or SSLC, please speak to your Programme team in the first instance.

How do I sign up?

If you would like to become a member of your Masters Community Voice Group, please complete the short online form here: https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups (https://warwick.ac.uk/fac/soc/wbs/teaching/masters/experience/communityvoicegroups).

Date page created: 30/08/23

Next review due: 01/09/24

9.4 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.

Below is a diagram to show how our multiple feedback mechanisms integrate to inform decisions about your course and can effect immediate change.

End of module feedback

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 module variants are circulated on a regular basis to the Senior Management team and 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.

SSLC feedback

Minutes from your SSLC meetings including actions taken will be published at course level. Termly reports are produced by the Programme Quality team of key issues and themes across courses, and shared with Course Directors and Associate Deans. An annual report and action plan is also taken to the Programme Delivery Committee. Your SSLC reps will also be asked to produce an annual report for the Students Union.

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Next review due: 01/09/25

9.5 Good Practice Guide to Giving Feedback

Providing Constructive Module Feedback

The School values your thoughts on your learning experience and one way we capture this is through module feedback. Before completing your module feedback, please watch the following short video 'providing constructive module feedback.'

When providing feedback please ask yourself if it will contribute to a constructive professional dialogue and would you be willing to give the same feedback in person?

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

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 should be taken 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 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 not personally like someone, whilst still gaining a lot from 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.

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9.6 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 that there may be occasions where our level of service has been below 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)

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Next review due: 01/09/25

9.7 Academic Appeals

An academic appeal is a special type of complaint that can only be made in certain circumstances (criteria), as outlined below:

a. Where no qualification is to be awarded
b. Where a qualification lower than that for which the student is registered is awarded
c. To appeal the final Master's degree awarding decision (award classification)

To submit an academic appeal for consideration by an Academic Review Panel, under any of the aforementioned criterion, you would need to submit valid substantiating evidence limited to the following grounds:

a. The student is in possession of evidence relevant to their examination performance which was not available to the examiners or external adjudicator when their decision was reached. The student must provide evidence of good reason for not having made the examiners or external adjudicator aware of this evidence prior to the assessment decision

b. There is evidence of procedural irregularities in the conduct of the examination;

c. There is evidence of prejudice or bias during the examination process;

d. There is evidence of inadequacy of supervisory or other arrangements during the student's enrolment at the University. In this instance the student is required to provide a satisfactory explanation of why a complaint under the Student Complaints Resolution Procedure was not made at an earlier stage.

Appeals must be submitted within **10 University Working Days** of the date of notification of the decision of the Board of Examiners. Regulation 42 sets out the process for considering appeals and is available here (https://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg42academicappeals). Further information on submitting a postgraduate appeal may also be found on the Postgraduate Examinations (https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/) page.

No decisions of Boards of Examiners other than those noted above are open to appeal. The Regulation 42 appeal process cannot be used to: dispute individual module results (unless there is relevant evidence of procedural irregularity); to challenge examiners' academic judgement; to request a "re-mark"; to challenge the requirement to resubmit work or resit examinations. Any concerns about feedback given should be referred to the staff member responsible for the feedback, or to your Programme Team.

You should consult with your Programme Team for further advice if you are thinking about submitting an academic appeal.

Page reviewed: 03/09/24

Next review due: 01/09/25

9.8 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!

Please contact your Programme Team with any feedback that you have for us.

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Next review due: 01/09/25

10.1a Wellbeing and Student Support

Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) provide a range of services that can help you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Wellbeing portal

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/) 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.

Contact us

Students, please contact us via the Wellbeing Portal (https://wellbeing.warwick.ac.uk/)

We are at Senate House, Ground Floor (https://warwick.ac.uk/about/campus-journey/interactive-map)

Tel: 024 7657 5570

Opening hours

Monday to Friday 8.30am-5pm (Friday until 4pm)

Brief consultations - Monday to Friday 10am - 3pm

For out of hours support at any time of the day or night, please visit Togetherall (https://togetherall.com/en-gb/) - use your Warwick email address to sign up with them.

Emergency

If you are on campus and require out of hours emergency help please contact Community Safety (https://warwick.ac.uk/security) on 024 7652 2222 or read our emergency contact information (https://warwick.ac.uk/services/wss/students/emergency_contacts/)

Steps to Wellbeing

Wellbeing and Student Support have developed the Steps to Wellbeing Programme (https://warwick.ac.uk/services/wss/students/wbprogramme/)to assist you to focus on your individual wellbeing needs whilst studying at the University of Warwick and beyond.

The aim of this programme is to provide you with the opportunity to reflect on your own wellbeing needs, and to provide a range of different strategies you can adopt and use in your day-to-day life - academically, socially, and personally. Steps to Wellbeing is a five-week rolling programme, with each session leading on from, and linking in with the next.

Self-help Resources

There are a large range of Wellbeing Self - Help Resources, (https://warwick.ac.uk/services/wss/topics/) links, advice and information on a variety of areas which the Team often support students with. For example:

- Managing change
- Anxiety
- Assertiveness
- Bereavement, grief and loss

The library also hosts a set of online modules 'Postgrad Realities (https://moodle.warwick.ac.uk/course/view.php?id=58912)' which will provide you with the tools you will need to tackle the twists and turns of your postgraduate student journey and to help you to reach the finish line.

The Counselling and Psychotherapy Services Team

The Counselling and Psychotherapy Services Team (https://warwick.ac.uk/services/wss/students/counselling/) continues to offer both video

and email therapy, as well as on-line groups. The service provides an opportunity for all students at the University of Warwick to access professional psychological therapy so that they may better develop and fulfil their personal, academic and professional potential.

Togetherall

The Big White Wall has changed its name to Togetherall (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.

Disability Team

The Disability Team (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). We encourage existing students and applicants to declare any disabilities, or mental health diagnoses, and contact us in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

Community Safety

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. They have an on-campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community. Additionally, they are responsible for helping to protect the University's physical assets and buildings to ensure that the quality of teaching and research, that Warwick prides itself on, is not impacted by any nefarious activity.

For further details please see here (https://warwick.ac.uk/services/rescommunity/support/)

Residential Community Team

The Residential Community Team are here to support you in your transition to university and throughout the year by offering peer support, events, and signposting to services.

For further details please see here (https://warwick.ac.uk/services/rescommunity/rct/)

Further support

Please see details of all campus support services here (https://warwick.ac.uk/services/rescommunity/support/)

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Next review due: 01/09/25

10.1b Disability Services

We are committed to ensuring every student has an equitable learning experience at Warwick.

From disclosing a disability, through to discussing and agreeing recommendations for support, our Disability Services Team is here to advise and provide assistance throughout your academic journey.

Hidden Disabilities Sunflower Lanyard

If you would like to wear a Hidden Disabilities sunflower lanyard, please come and ask for one at the Masters Reception, 2.002. It is a simple tool for you to share that you have a hidden disability voluntarily. Simply by wearing the Sunflower, you're just letting everyone know that you might need extra help, understanding, or just more time.

Find out more about the sunflower lanyard online here: https://hdsunflower.com/uk/ (https://hdsunflower.com/uk/)

The Disability Team

The Disability Team is part of Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) at the University of Warwick. We encourage existing students and applicants to declare any disabilities and contact the Disability Team in advance to discuss their support requirements to enable us to make reasonable adjustments for the duration of their studies.

To book an appointment with a disability adviser please go to https://wellbeing.warwick.ac.uk (https://wellbeing.warwick.ac.uk/)

Your studies

When it comes to your studies, you may get **specialist one-to-one support** including:

- specialist study skills tutoring for students with a Specific Learning Difficulty (SpLD),
- specialist Autistic Spectrum Condition (ASC) mentoring, and/or
- specialist mental health mentoring.

In addition, our advisers can help put in place any disability related arrangements where necessary, such as Alternative Exam Arrangements (AEA).

Life on campus

To help you navigate campus with ease, we can help you with:

- specific accommodation requirements,
- personal emergency evacuation plans, and
- other campus accessibility matters.

Enabling support

The Disability Services Team provides practical enabling support, such as with:

- note taking,
- library assistance,
- campus orientation,
- scanning, and
- enlarging text.

Please note this is not an exhaustive list.

Resources

Access a range of resources including:

- assistive technology,
- support guides, and
- external sources of information.

These support guides include advice on how to access facilities and use a range of assistive technology available in the Library

(https://warwick.ac.uk/services/library/using/accessibility/).

Referrals

When appropriate, the Disability Team will refer you to other services in Wellbeing and Student Support (https://warwick.ac.uk/services/wss/) and across the University, such as:

- Wellbeing Adviser appointments
- Counselling and Psychology Interventions Team
- Support from the Residential Community Team
- Accommodation Team

Please see the Wellbeing and Student Support Confidentiality Statement (https://warwick.ac.uk/services/wss/about/confidentiality) and the information on data protection here (https://warwick.ac.uk/services/wss/students/disability/about/confidentiality/)

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10.1c Student's 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.
www.warwicksu.com (https://www.warwicksu.com/about/)

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 immigrations 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.
www.warwicksu.com (https://www.warwicksu.com/advice/)

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10.1d Dean of Students

Working closely with colleagues across the university, the Dean of Students Office provides strategic leadership Link opens in a new window (https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/) as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

Who is the Dean of Students?

David Lees is the Dean of Students at the University of Warwick.

Email: DeanofStudents@warwick.ac.uk (mailto:DeanofStudents@warwick.ac.uk)

For general enquiries the Dean of Students' Office can be contacted on:

Email: DofSResourcePA@warwick.ac.uk (mailto:DofSResourcePA@warwick.ac.uk)

What is their 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, their 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. The Dean of Students is supported in their role by the three Faculty Senior Tutors.

Who are the Faculty Senior Tutors and what is their role?

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.

Mark Pulsford, Faculty of Social Science (WBS is part of Social Sciences)

Contact Details:

Email: Facultyseniortutorsocialscience@warwick.ac.uk (mailto:Facultyseniortutorsocialscience@warwick.ac.uk)

Tel: 024 7657 2575

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors (contact details above) are academics from departments outside of their Faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

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Next review due: 01/09/25

10.1e Dignity at Warwick

Our Dignity Principles and Dignity Principles Policy sets out our expectations of how we behave as a community, both as individuals and as an institution.

Our Dignity Principles (What we stand for):

- We treat everyone with respect
- We do not tolerate discrimination, harassment, or bullying
- We do not tolerate sexual misconduct or relationship abuse or violence
- We keep our campus and community safe
- "We" means all of us, students and staff alike

What Action can Each of us Take to Uphold our Dignity Principles

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 party[1]

1. 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.

If you need to report inappropriate behaviour, please go to https://reportandsupport.warwick.ac.uk/ (https://reportandsupport.warwick.ac.uk/) Further information on your reporting options and what happens to the information you disclose can be found in section 10.1f Report + Support.

Dignity at Warwick & Freedom of Expression

In the course of reviewing any alleged breach of the Dignity Principles Policy, freedom of expression/ freedom of speech will be considered; freedom of expression, ensuring the right of people to express views (within the law) which are different, unpopular, or controversial. In accordance with the Higher Education (Freedom of Speech) Act 2023, we encourage and support expression which is mutually respectful to enable discussion and debate and to strengthen and promote academic freedom and free speech. You can find more information about the University's regulations on freedom of speech at the following links:

- Regulation 29: Freedom of Speech Code of Conduct (https://warwick.ac.uk/services/gov/calendar/section2/regulations/meetings/)
- Freedom of Speech and Academic Freedom Policy (forthcoming).
- Community Safety: External Speaker Events (https://warwick.ac.uk/services/community-safety/events/externalspeaker/)
- Warwick Students' Union: External Speakers (https://www.warwicksu.com/societies-sports/exec-resources/activities-and-planning/external-speakers/)

1 This could be your Course Director or a member of the Programme Team.

Further details on our Dignity Principles can be found on the Warwick website here: Our Dignity Principles at the University of Warwick (warwick.ac.uk) (https://warwick.ac.uk/about/principles)

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Next review due: 01/09/25

10.1f Report + Support

Everyone at the University of Warwick, whether studying, working, or visiting, has the right to feel safe. Harassment of any kind is completely unacceptable, and our community is an environment where prejudice and socially unacceptable behaviour are never tolerated.

Report + Support (https://reportandsupport.warwick.ac.uk/) is a secure and confidential online platform to report incidents of sexual misconduct, bullying, harassment, discrimination or hate crime.

You have two reporting options; Report with Details, or Report Anonymously.

Note that if you choose to Report Anonymously, The University of Warwick will not be able to take any direct action, nor provide any direct advice or contact. If you submit a Report with Details, a specially trained Liaison Officer will contact you within 2 University working days.

Students and staff can use the tool to report an incident, whether it took place on campus, off-campus or online; this is important to note as the Report and Support Team understand that incidents could happen to students and staff beyond the university campus and even overseas. Support is available regardless of where the individual is based in the world or where it happened. The Liaison Officer will simply work to tailor the support and reporting options to the individual's circumstances.

If you require further advice and guidance please visit the link above, or see frequently asked questions here (https://reportandsupport.warwick.ac.uk/support/frequently-asked-questions)

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Next review due: 01/09/25

10.2a Equality, Diversity & Inclusion

What does Equality, Diversity and Inclusion mean?

Equality - Ensuring that every individual is treated with *fairness.* Everyone deserves the opportunity to succeed and thrive.

Diversity - Recognising, respecting and celebrating everyone's *differences*. A diverse community is one with a variety of backgrounds and mindsets.

Inclusion - Creating and enhancing an environment where everyone can thrive and is made to feel *welcome and valued*.

Our community is large and diverse. Our students, faculty, professional services staff, alumni and partners come from a wide variety of backgrounds, and with this bring diversity in experiences, identities and views.

The University and the department are committed to creating a working and learning environment where everyone feels able to 'be themselves'. You can find more information on what the University is doing to support this here. (https://warwick.ac.uk/services/socialinclusion/)

What are the protected characteristics?

These are the legal protected characteristics, under The Equality Act 2020:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Discrimination on the grounds of any of these characteristics is illegal. Discrimination can take many forms including direct discrimination, indirect discrimination, harassment and victimisation.

You can find out more information on the Equality Act 2010 here. (https://warwick.ac.uk/services/socialinclusion/about/equalityact/)

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10.2b Equality, Diversity & Inclusion at WBS

What does ED&I (Equality, Diversity and Inclusion) mean to you as a student?

- ED&I ensures all students are treated equally with respect, dignity and that WBS is a welcoming environment where you can learn effectively regardless of who you are.
- ED&I helps staff better understand the make-up of the student population and the needs/preferences you may have on a variety of topics:
  - Curriculum and assessment
  - Catering outlets on campus to the Council's provision of community facilities
  - Specific career opportunities
- When recruiting new graduates, employers are increasingly looking for students who value equality and diversity.

ED&I at WBS

At WBS we are proud to be the first business school in the UK to obtain a gold Athena Swan award (https://www.wbs.ac.uk/about/equality-diversity-and-inclusion/athena-swan/). Athena Swan in an Advance HE charter mark that recognises work undertaken to address gender equality in the sector. This reaffirms our commitment to ED&I and how we are working to embed this in our every day practices.

There is a lot of ED&I activity that you will be able to get involved with at Warwick, along with lots of resources and support for you to find out more. The Equality, Diversity & Inclusion (EDI) work is school-wide, but led by our Equality, Diversity & Inclusion Committee.

The committee is made up of six themes, each with one Academic and one Professional Services Theme Lead. The Theme Leads work closely with the core EDI team (Pro-Dean (Faculty) and members of Academic Services) to deliver EDI initiatives at the School.

Our core EDI team:

- Nick Llewellyn (https://www.wbs.ac.uk/about/person/nick-llewellyn)
- Lisa Burton (https://www.wbs.ac.uk/about/person/lisa-burton)
- Julie Derrien (https://www.wbs.ac.uk/about/person/juliederrien-)
- Eleanor Partridge (https://www.wbs.ac.uk/about/person/eleanor-partridge/)
- Charlotte Passingham (https://www.wbs.ac.uk/about/person/charlotte-passingham/)
- Jade Skilling (https://www.wbs.ac.uk/about/person/jade-skilling)

The six themes are:

Caring Responsibilities

Academic Theme Lead: Deborah Dean (https://www.wbs.ac.uk/about/person/deborah-dean)

Professional Services Theme Lead: Francesca Cornick (https://www.wbs.ac.uk/about/person/francesca-cornick)

Disability & Neurodiversity

Academic Theme Lead: Redzo Mujcic (https://www.wbs.ac.uk/about/person/redzo-mujcic)

Professional Services Theme Lead: Dani Pegg (https://www.wbs.ac.uk/about/person/dani-pegg)

Gender Equality

Academic Theme Lead: Catherine Berrington (https://www.wbs.ac.uk/about/person/catherine-berrington/)

Professional Services Theme Lead: Lisa Carlton (https://www.wbs.ac.uk/about/person/lisa-carlton)

LGBTQUA+

Academic Theme Lead: Ketan Goswami (https://www.wbs.ac.uk/about/person/ketan-goswami/)

Professional Services Theme Lead: Chris Knight (https://www.wbs.ac.uk/about/person/chris-knight)

Race & Religioun

Academic Theme Lead: Hossam Zeitoun (https://www.wbs.ac.uk/about/person/hossam-zeitoun)

Professional Services Theme Lead: TBC

Wellbeing & Disability

Academic Theme Lead: Frances O'Brien (https://www.wbs.ac.uk/about/person/frances-o-brien)

Professional Services Theme Lead: Kate Bronserud (https://www.wbs.ac.uk/about/person/kate-bronserud)

Student ED&I Ambassadors

We have a number of Student ED&I Ambassadors at the School who act as a student voice on ED&I initiatives, provide support for events

hosted by the School and act as Champions for work in this area.

Students have the opportunity to get involved with initiatives such as:

- Bespoke training provided from representatives across the University;
- Termly meetings with other Ambassadors;
- Being a point of representation for ED&I projects within the School.

The ambassador role also contributes towards the Warwick Award, linking to the following skills:

- Intercultural Awareness;
- Communication;
- Team work;
- Professionalism.

The WBS Student ED&I Postgraduate Ambassadors for 2024/25 are:

Name	Programme
Lakshita Ankem	Postgraduate Taught
Fareeseh Askari	Postgraduate Taught
Suna Choi	Postgraduate Taught
Enobong David-Etesin	Postgraduate Taught
Faisal Hasan	Postgraduate Taught
Susana Yang Jia	Postgraduate Taught
Meech Minood	Postgraduate Taught
Aastha Ojha	Postgraduate Taught
Rya White	Postgraduate Taught

There are also 5 Undergraduate Ambassadors.

If you have any queries or would like to know more, please email wbs.equality@wbs.ac.uk (mailto:wbs.equality@wbs.ac.uk)

Page reviewed: 04/11/24

Next review due: 01/09/25

10.2c Useful ED&I Resources

Useful Resources

General (#general)

Disability and Neurodiversity (#disability-neurodiversity)

Gender (#gender)

LGBTQUA+ (#LGBTQUAIplus)

Race and Religious Belief (#race-religion)

Wellbeing (#wellbeing)

General

- Warwick Principles and Social Inclusion Training (https://moodle.warwick.ac.uk/course/view.php?id=49890)
- Warwick Values (https://warwick.ac.uk/about/values)
- Report and Support (https://reportandsupport.warwick.ac.uk/)
- Student societies (https://www.warwicksu.com/societies-sports/)
- Add the pronunciation of your name on my.wbs (/-/profile/me/about/)

Disability and Neurodiversity

- Disability Services (https://warwick.ac.uk/services/wss/students/disability/)
- Assistive software support (https://warwick.ac.uk/services/library/using/accessibility/assistive-software)
- WIHEA Neurodiversity Toolkit (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitywiheaproject)
- Let's Talk About Disability (https://warwick.ac.uk/services/socialinclusion/projects/letstalkaboutdisability)

Gender

- Thrive (Women's development programme) (https://warwick.ac.uk/services/skills/personaldevelopment)
- WIHEA Trans-Inclusive Learning (https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/)

LGBTQUA+

- Terminology (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/lgbtquaterminology)
- Join our Rainbow Alliance Network (https://wbs.qualtrics.com/jfe/form/SV_9v76sltgvdwBcFw) - this will open a survey
- Set your pronouns on my.wbs (/-/profile/me/about/)
- Gender neutral facilities on campus (https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/transqueerpedagogies/queeringuniversity/resources/genderneutralfacilities)

Race and Religious Belief

- Chaplaincy (https://warwick.ac.uk/services/chaplaincy)
- WBS Black in Business Club (https://www.linkedin.com/company/wbs-black-in-business/?originalSubdomain=uk)

Wellbeing

- Wellbeing and Student Support (https://warwick.ac.uk/services/wss/)
- Warwick Sport (https://warwick.ac.uk/services/sport)
- Report and Support (https://reportandsupport.warwick.ac.uk/)

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Next review due: 01/09/25

10.3 International Student Support

Guidance and advice for international students

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 Student Guide which contains comprehensive advice on preparing for life in the UK and is available on-line here:

Guidance for New International Students We know that you'll have lots of questions about planning your journey to the UK and what life will be like when you get here. We've collated advice on travel, immigration and living in the UK. warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/)

This collection of useful links aims to make student life easier to navigate in your first few weeks and months here:

Useful information for international students Useful links for new and current international students warwick.ac.uk (https://warwick.ac.uk/students/welcome/internationalstudents/links/)

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 contact the Immigration Team (https://warwick.ac.uk/study/international/immigration) or the Students' Union Advice Centre (advice@warwicksu.com (mailto:advice@warwicksu.com)) for immigration advice. It is also worth noting that changes in your enrolment status, for instance, temporary withdrawal, can have implications for your visa and you may wish to seek advice accordingly.

Your Programme team is not able to advise you on any visa requirements.

Student Experience | Immigration & Compliance Immigration & Compliance, University of Warwick. Advice for Students and Staff for immigration issues relating to Student Visas, Student visitors warwick.ac.uk (https://warwick.ac.uk/study/international/immigration/)

Global Connections Community

Global Connections offers in-person socials and an informal online community where ALL Warwick students can come together to mix with others from different backgrounds through simple activities, games, or conversations.

Global Connections Community A great opportunity to meet other Warwick students from *different backgrounds! This is an informal space where all Warwick students (whoever you are), can come together to have conversations (in English) about a range of topics, and take part in simple icebreakers, games, or activities. warwick.ac.uk (https://warwick.ac.uk/students/warwickpresents/globalconnectionsclub/)

Intercultural Training Programme

Equipping you to better understand, communicate, and build effective relationships with those from different cultural backgrounds.

The programme is split into three parts. Completing them all leads to a certificate or recognition on your degree transcript, as well as contributing towards the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

Intercultural Training Programme University of Warwick Intercultural Training Programme - available to all Warwick students. warwick.ac.uk (https://warwick.ac.uk/services/studentopportunity/interculturaltraining)

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Next review due: 01/09/25

10.4 Careers Advice

WBS CareersPlus

Warwick Business School has a dedicated WBS CareersPlus team (/-/careers/homepage/) who provide 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.

Warwick University Careers

The University also 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)

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10.5 The Warwick Award

Develop and showcase your employability skills with the Warwick Award (https://warwick.ac.uk/services/skills/warwickaward/)

(https://warwick.ac.uk/services/skills/warwickaward/)

It's never too early to start thinking about what you might do after graduation, and what skills you need to do it.

The Warwick Award can help you do just that.

Pulling from your academic modules, as well as anything else you get involved with - such as societies, sports teams, volunteering, internships, placements, or even part-time work - the Warwick Award recognises and showcases the skills you're building through those activities, as well as highlighting training and development opportunities to set you up for life after graduation.

The Award is based around 12 core employability skills that we've worked with a range of employers to identify as being crucial for the next step in your journey. These skills are:

Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Inter-cultural awareness, Organisational Awareness, and Professionalism.

Find out more about the 12 core skills here (https://warwick.ac.uk/services/skills/warwickaward/coreskills/)

The Award is free and can be personalised to allow you to shape your own employability skills development. Postgraduates who complete the Award will be issued with a digital certificate by the Skills Team.

How does the Award work?

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

Warwick Award (Postgraduate)

20 Core Skills Points (100 hours of activity): aimed at PGT students who are new to Warwick, as well as those who studied at Warwick as undergraduates and earned the Gold Award, but who want to continue to develop their skills. This award is also applicable to students registered for a 4-year masters.

Get started

Find out more about the Warwick Award and sign up at: www.warwick.ac.uk/warwickaward (https://www.warwick.ac.uk/warwickaward)

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10.6 English Language Support

In-sessional English

In-sessional English classes are additional academic English language classes for international students who are already studying for a degree at the University of Warwick.

Undergraduate and postgraduate students in any department are eligible to attend the classes, with priority being given to those for whom classes are specifically recommended. Classes are not suitable for near-native speakers or very advanced students of English.

Further information:

- In-sessional English: Pre-Sessional and In-Sessional English (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/warwickfoundationstudies/eap)
- We also offer a number of workshops for students in the first few weeks of the academic year. You can find out more about in-sessional English here (https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes) (users must be signed in with a @warwick.ac.uk email address).
- English language short courses: English Language Training Programmes (warwick.ac.uk) (https://warwick.ac.uk/fac/soc/al/study/short-courses/learn-english/)

Applied Linguistics

Students who need support with their English Language are encouraged to attend classes organised by Applied Linguistics. (https://warwick.ac.uk/fac/soc/al/) Class topics include Listening and Speaking, Pronunciation, and Grammar Revision. These are popular and early sign-up is necessary.

Short courses in Applied Linguistics at Warwick Tailor-made course in English language, cultural and professional development for students, teachers and others, taught by an experienced team of trainers. warwick.ac.uk (https://warwick.ac.uk/fac/soc/al/study/short-courses/)

Language Centre

The Language Centre supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduates, postgraduates and staff across the university.

The Language Centre is located on central campus, on the fourth floor of the Faculty of Arts Building.

Language Centre - About us Opening times and contact information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/about/)

Lifelong Language Learning (LLL)

We offer a range of language courses. All of our courses are taught by communicative methods involving active learning and useful language skills. LLL courses are open to Warwick students and staff, as well as members of the public.

Choose from the languages above and find the course that's right for you.

More information is available from:

University of Warwick: The Language Centre: Language Courses Languages and levels offered, timetable and programme information warwick.ac.uk (https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/)

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10.8 Warwick Volunteers

Warwick Volunteers (https://warwick.ac.uk/about/community/volunteers/) supports students at the University of Warwick to volunteer in the communities around campus and where they live. Utilising the skills, energy and enthusiasm of our volunteers, we aim to make a difference to communities in Coventry & Warwickshire by having a positive impact on the social, educational & environmental wellbeing of our local communities, in particular in addressing disadvantage and exclusion.

Volunteers engage in activities off campus, which support the local community in Coventry, Leamington, Kenilworth and Warwick, through a range of programmes working with charities, community groups and schools. Warwick Volunteers offers a variety of volunteering opportunities, including projects which are led by students and Warwick Volunteers staff.

How to get involved

Join Warwick Volunteers and help support your local community. We have a wide variety of opportunities available each year and we can help you set up your own project! We welcome all Warwick students: from individuals, to sports clubs and societies who want to volunteer in Coventry, Leamington, Kenilworth or Warwick.

It's free to join!

You just need login (https://volunteers.warwick.ac.uk/login/) to join the Warwick Volunteers community. Then you can search for opportunities (https://volunteers.warwick.ac.uk/opportunities/) and register your interest in opportunities that you would like to get involved in. Warwick Volunteers operate an inclusive and supportive environment and follow Warwick's Values. (https://warwick.ac.uk/about/values)

Testimonial from a previous WBS Masters student

"I have been involved with Warwick Volunteer activities for the past four years. For me, volunteering provides an exciting opportunity to meet new people, get to know your local community and shift away from the busy life of the university. It is astonishing and enriching to see how simply contributing just a few hours of your time could make such a meaningful and positive impact on the local community.

Most recently, I was a project leader for a conservation activity called FOCGS. We perform all sorts of volunteering activities, from holly tree bashing and litter picking in autumn, woodland path clearance and tree planting in spring to brooks clean-ups and summer walks. The wide range of activities in the green gym provides an excellent opportunity to explore local green spaces and can also act as a form of eco-therapy (as Michael would say!). It is mesmerising to see how the few hours of huffing, puffing and bulb planting in autumn could quite literally spring into a beautiful citrus-scented fragrant yellow flower. It is also gratifying to see how positive energy around volunteering can be infectious both for the volunteers and the local community. Feel free to get in touch with me if you would like to learn more about FOCGS!

As for Warwick Volunteer in general, there are ample opportunities and activities to try your hand at that will suit your needs. I highly recommend you give volunteering a go and see what difference you can make to the local community! "

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10.8 Co and Extra-curricular activities

Getting involved in co and extra-curricular activities during your time at WBS can have real benefits, both professionally and personally.

Co-curricular activities

Co-curricular activities work alongside your Academic Programme and support your learning and development. Co-curricular activities might include sessions on 'Working in Teams', 'Presentation Skills' , 'Examinations skills' and many others. These sessions will help your transition to Master's level study and prepare you to succeed in your assessments, and ultimately in your course.

Extra-curricular activities

As well as supporting your academic and personal development, we want to build in some opportunities for you to unwind and have fun with your peers in the WBS community. Examples of extra-curricular activities that we might run include:

- Day trips to Drayton Manor
- Go Karting
- Team Building

These are all arranged and paid for you, so you can go along and enjoy!

We have lots of different activities running each term and more information on how to get involved will be posted on my.wbs, so do look out for these updates.

Places on these events are prestigious, so it is important that you only sign up if you are definitely committed to attending. Attendance is taken at each event. Please note that if you are allocated onto any extracurricular events and do not attend without prior notification, you will not be prioritised for further events. If particular events are oversubscribed, we will hold a waiting list.

How are spaces on trips allocated?

The priority for us is giving as many students as possible the opportunity to participate. Please see the steps we take to make things fair listed below:

We advertise 1 week in advance when the registration form will open. *This provides an opportunity for students to discuss with their friends and be prepared to apply in advance. It is essential you take ownership to regularly check my.wbs; this ensures you keep up to date with information and do not miss announcements.*

Open the registration form at 8:30am. *This ensures there are no clashes with teaching and everyone has the opportunity to apply. Trips fill up quickly so set your alarm! The form will close when we have received enough registrations. If you submit this form multiple times, please be aware we will only keep the last submission.*

Prioritising students who haven't participated before. In term 1 trips are first come first served. In term 2 and term 3 we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

FAQ's

I have not been allocated a trip, can I go on the waiting list?

Yes, any students who apply but are not allocated are automatically placed on the waiting list.

Can I show up on the day of the trip and see if there is space?

Yes, you can turn up at the meeting point and join the waiting list. If there are any drop outs on the day you may be able to get a place. Please note that this is not guaranteed.

I have changed my mind and wish to go on a different trip, is this possible?

If you wish to change your choice of trip you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the trip already allocated, so you must make the decision if this is the best choice for you.*

My friends are on a different trip to me, can I change and join them?

If you wish to go on the same trip as friends, we strongly encourage you to apply at the same time, this maximises your chance of being allocated on the same trip. However, it does not guarantee this. If you are allocated to a different trip from friends, make the most of this opportunity and network! An important skill in life is meeting and communicating with different people.

For any enquires about our co and extracurricular activities, please email QualityPG@wbs.ac.uk (mailto:QualityPG@wbs.ac.uk)

Also, if you have any suggestions for events or trips we could run, please contact your SSLC reps.

Foreign Language Classes

In term 1, language classes are allocated on a first come first served basis. In term 2 and term 3, we review the registration data from the previous terms and check which students have already been allocated previously. We then prioritise students not previously allocated.

The form will close when we have received enough registrations. If you submit the form multiple times, please be aware we will only keep the last submission.

FAQ

I have changed my mind and wish to study a different language, is this possible?

If you wish to change your choice of language to study, you will join the waiting list at the position you make the request to change **.** *It does mean you will give up your place on the language class already allocated, so you must make the decision if this is the best choice for you.*

Management Insight Series

Management Insights is a practitioner speaker series which is open to all Masters students at Warwick Business School.

This series of interactive, in-person events offers thought-provoking sessions from experienced leaders from organisations such as Microsoft, Hitachi Rail, Jaguar Land Rover, The Naked Eye, Times Higher Education and Jellyfish.

Catering is usually provided at these events, and they are a great opportunity for networking with students on other courses.

Here is a short video introducing the Management Insights series:

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

MSc Management Insights Series (https://vimeo.com/846957642) from Warwick Business School (https://vimeo.com/warwickbusinessschool) on Vimeo (https://vimeo.com).

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11.1 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 Univeristy of Warwick smoking policy (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy) can be viewed in full.

The Student Information Centre is the one-stop hub for a range of administrative and support services on campus and is open 7 days a week to help students access whatever they might need, day or night. If students are unsure who they can talk to, they can always contact Student Information Centre for initial information: https://warwick.ac.uk/services/reception (https://warwick.ac.uk/services/reception)

WBS / University of Warwick quick links

- How to get to Warwick Business School (https://www.wbs.ac.uk/about/locations/warwick-campus/)
- Campus Maps (http://www2.warwick.ac.uk/about/maps/)
- Parking on Campus (http://www2.warwick.ac.uk/services/estates/transport/car_parking/where)
- Campus Tour (https://warwick.ac.uk/study/postgraduate/virtualtour/)
- Warwick Arts Centre (http://www.warwickartscentre.co.uk/)
- Sports Centre (https://www2.warwick.ac.uk/services/sport)
- Warwick Retail (https://warwick.ac.uk/services/retail/shops/)
- Food and drink on campus (https://warwick.ac.uk/services/retail/)
- The Library (https://warwick.ac.uk/services/library/)
- Pharmacy (https://www.nhs.uk/service-search/pharmacy/find-a-pharmacy)
- Post office (https://warwick.ac.uk/services/retail/shops/post-office)
- Local areas (https://warwick.ac.uk/study/postgraduate/whywarwick/localarea/)
- Useful contacts (http://www2.warwick.ac.uk/about/contact/)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.2 Health & Safety Information for Students

First Aid and Emergency Procedures

In an emergency, please contact the University's Security Team on ext. 22222

From a mobile - 02476 522 222

In case of Fire

- If the Fire Alarm is sounding continuously, the building needs to be evacuated.
- You will be directed by Fire Wardens and / or Staff to the nearest fire exit, please exit the building immediately.
- Please remain calm, do not stop to collect coats, bags/personal belongings.
- Upon exiting the building please move away from the building.
- Do not to re-enter the building until the all-clear is given.

Refuge Points

Refuge Points are designated areas usually in stairways within our buildings that are designed specifically for building users who have mobility restrictions, whereby Community Safety can reach you in order to evacuate you from the building. Community Safety officers will know that you are there.

You will only be evacuated if it is judged to be necessary by Community Safety, in consultation with the Fire and Rescue Service.

Personal Emergency Evacuation Plan (PEEP)

A Personal Emergency Evacuation Plan (PEEP) is a personal plan for staff and students who require assistance or different arrangements in order to get to safety during an evacuation. This only applies to certain individuals.

The University of Warwick actively encourages staff and students who cannot evacuate a building on their own, to complete an initial online assessment, which will help determine the level of assistance which may be required for safe evacuation of a building in an emergency.

You can fill out a PEEP here: Student Independent Assessment Tool (warwick.ac.uk) (https://warwick.ac.uk/services/healthsafetywellbeing/guidance/fire/assistedevacuation/independenceassessmenttool/)

General Guidance

Add the University's **emergency number** in your mobile phone - **02476 522 222**.

Always be prepared to **move away from immediate danger** - visible smoke and flames, for example.

If you think that the speed at which you are able to leave the building may have the potential to cause you injury as other people pass you more quickly in corridors and on stairways, or that you do not want to feel pressured to move more quickly, then give consideration to waiting until those moving at a quicker speed have passed before continuing your evacuation.

Make your first objective to **get a fire door between you and the incident.**

Lone Working

If you will be lone working, or if you feel at risk, you may wish to implement lone working measures, such as informing a friend or colleague where you are and when you expect to be home, and arrange for a check-in with friends or colleagues to ensure safety. Make sure you have access to an emergency contact, to report in any safety issues.

If you feel your safety is being compromised on campus you can call Community Safety on ext. 22222 or from a mobile - 02476 522 222.

Page last reviewed: 07/12/23

Next review due: 01/09/25

11.3 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) can provide help and guidance.

Information about life on campus, support available and events taking place can be found on the Residential Community website. (https://warwick.ac.uk/services/rescommunity/)

Residential Community Team

The Residential Community Team was established in 2022 with the aim to offer a bespoke support program for students residing on campus. Our goal is to build a safe and welcoming community for all students living in on-campus residences and create a sense of belonging. Throughout the year we will be hosting a variety of recreational and educational events for you to enjoy, so keep an eye on our events calendar for anything that may interest you.

Living off campus

There is a lot of private accommodation available to rent in the areas local to the University: https://warwick.ac.uk/services/accommodation/students/waoffcampus (https://warwick.ac.uk/services/accommodation/students/waoffcampus)

It may seem a little daunting knowing where to start when you are searching for private accommodation.

Whilst you can conduct your own search for accommodation, the University offers an exclusive property search platform, Warwick Studentpad (https://warwick.ac.uk/services/accommodation/students/waoffcampus/studentpad), to help you search for properties if you need a helping hand.

Page last updated 17/08/23

Next review due: 01/09/25

11.4 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 0247 526 3418.

Further information: http://www.uwhc.org.uk (http://www.uwhc.org.uk)

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Next review due: 01/09/25

11.5 Campus Security

The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

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

Contact Us

Telephone Numbers

24-hour Control Centre
(general enquiries)
Internal extension: x22083
External line: 024 7652 2083

Emergency
(fire, police, ambulance)
Internal extension: x22222
External line: 024 7652 2222

Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email

General Enquiry: Community.Safety@warwick.ac.uk (mailto:Community.Safety@warwick.ac.uk)

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.6 Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for multi faith 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)

The Chaplaincy Office is open Monday - Friday, 10.00am - 12.00noon and 2.00pm - 4.00pm (UK time), during term time.

Prayer time -If any students wish to pray within WBS, they can use any 'free' room to do this and can double check with ground floor reception to see what rooms are available.

Page reviewed 04/02/25

Next review due 01/09/25

11.7 Nursery

Some students may require information about child care provision on campus. The University Nursery is open to children of staff and students.

The Nursery is located on Lakeside (https://warwick.ac.uk/about/campus-journey/interactive-map), diagonally opposite the Scarman House Conference Centre, just off central campus, on Scarman Road.

Further information: http://warwick.ac.uk/nursery (http://warwick.ac.uk/nursery)

Email: nurseryenquiries@warwick.ac.uk (mailto:nurseryenquiries@warwick.ac.uk)

Tel: +44 (0)24 7652 3389

Page last reviewed: 07/09/23

Next review due: 01/09/25

11.8 Car Parking & Cycle Store

Car parking on campus

For updated information on where to park on campus please check the website:

https://warwick.ac.uk/services/carparks/where (https://warwick.ac.uk/services/carparks/where)

All approach routes for cars travelling to the University are clearly signposted "The University of Warwick". Our campus is on the outskirts of Coventry, a couple of miles from the junction of the A45 and A46. When using Satnavs and GPS enter our postcode:CV4 7AL

If you intend to drive to the University in an electric vehicle, find out where our charging points are. (https://warwick.ac.uk/services/carparks/electric_vehicles)

Cycling to campus

How to get to the University by bike:

https://warwick.ac.uk/about/visiting/directions/bike/ (https://warwick.ac.uk/about/visiting/directions/bike/)

Our campus has over 3,500 cycle parking spaces in over 150 locations. We also have shower facilities, and a network of cycle routes linking campus to the local area.

https://warwick.ac.uk/services/estates/transport/cycling/ (https://warwick.ac.uk/services/estates/transport/cycling/)

WBS has cycle storage areas available outside the North entrance to the building.

Date last updated: 22/08/24

Next review due: 01/09/25

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.

2021-2022

Please find attached the 2021-2022 version of the Masters Student Handbook.

2022-2023

Previous 2022-2023 versions before minor updates.

2023-2024

Please find attached the 2023-2024 version of the Masters Student Handbook

2024-2025

Please find attached the 2024-2025 version of the Masters Student Handbook

Last downloaded 29/04/25