**Course Handbook guidance for courses starting from September 2025 (2025/26 academic year)**

**Most recent changes are highlighted**

April 2025 amendment from Riverside to Severn Campus (page 7) and Generative AI added (page 14).  
March 2025 new semester dates added for 2025/26

*ToR for UW-wide practice panel to be added, going to ARGC in Feb 2025 (SK to update/appendix to Mit Circs)*

The Course Handbook is used, together with the programme specification and module specifications as a key element of the course planning and approval process. **(Please note the programme specification and module specifications should be separate documents to the Course Handbook).** The Course Handbook is also the key document for students in providing information about their course. The document itself should be tailored to your students, and the presentation and organisation of material is up to you.

The guidance below indicates what **must be included** in the Handbook (and, where appropriate, the standard headings/text to include). It then outlines **suggested content**, but courses are free to adapt/edit/add to this as appropriate. Care must be taken to ensure that information for students is current and accurate and reflects what has been approved. In relation to regulatory matters, please use standard text and/or hyperlinks and avoid rewording or summarising.

For some courses there is information that is important for the purposes of course approval or operation, e.g., about course management structures or cross-moderation processes, but is less directly relevant to students.  It may be appropriate to locate such information in annexes.

**The Course Handbook must contain the following:**

1. **Details of the course structure, organisation and requirements, including those relating to assessments, work placements or work-based learning, and mode of attendance/weekly timetable.**
2. **A course calendar for the year.**
3. **A hyperlink to the latest Programme Specification (new links for 2025/26 will be available from AQU/Comms in late August 2025) where students can find the concise definitive and approved specification for all key aspects of the course as approved at course approval or periodic review.**
4. **Information about submission deadlines and mechanisms (e.g., electronic submission), arrangements for return of student work and feedback (including a statement about the provision of electronic feedback normally being within 20 working days), and statement about late assignments as per standard text (please see below).**
5. **A statement about External Examiners as per the standard text (please see below) and details of current External Examiner/s for the programme.**
6. **Links to key University regulations (please see below).**
7. **A statement of arrangements for verification, standardisation and moderation of assessment items, including the approval and moderation of practice placement or work-based learning assessments, taking account of different types of assessment, and where relevant, courses delivered with collaborative partners, if relevant.**

**This must be provided as an annexe to the Course Handbook.**

**This is important for the purposes of course approval, but it must also be included for students so that they are aware of the arrangements for assuring the accuracy of grades, etc., and why we do not permit appeals against grades.  Please refer to the** [**UW Assessment Policy**](https://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf) **for requirements and guidance on verification of assessment items and on standardisation and moderation of marking of assessments (Section 11 and Appendix 5).**

1. **A grid mapping assessment types and weightings across all levels of the programme (See Section 3 below) plus an assessment schedule for each year of the programme showing assessment hand in dates (See Appendices 1 (UG) and 2 (PG) for templates).**
2. **Please include a link to the University** [**Student Attendance Policy**](https://www2.worc.ac.uk/registryservices/documents/StudentAttendancePolicy.pdf)**.**

**Any attendance requirements related to PSRB accreditation must be agreed as a Variation to Regulations as part of the approval process and, where appropriate, documented in Section 19 of the programme specification.**

**The following guidance is provided to assist in drawing up a new Course Handbook; it is not intended as a prescriptive list of sections or content. It is up to you how you organise materials and what you regard as important.**

Table of Contents page - please ensure you click on “update table” when editing has been completed.

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# Course Team and Course Calendar

This section might include:

* a welcome from the course team and contact details (including the link tutor for collaborative courses). The welcome message should be tailored depending on the course (e.g. if delivered by UW staff at a partner college, or delivered as a franchise arrangement).
* Please include photographs of the course team and support staff wherever possible, as these are particularly useful in light of blended learning and are appreciated by the students in getting to know UW staff. Alternatively, you could add a hyperlink to the Staff Profiles page for the School.
* an introduction to the course and reference to any specific features or requirements (e.g., work-based learning focus of a Foundation Degree), including reference to different pathways (single hons, joint hons, major, minor, where appropriate) or opportunity for progression (e.g. from FD to Honours Degree);
* induction arrangements. These should reflect any arrangements for students studying at other locations (e.g. if students are bussed to Worcester for Welcome Week).
* a detailed course schedule specifying how modules are delivered over the academic year and any detailed information including start/end dates for terms/semesters/modules, and any other information as appropriate (e.g., half terms in partner organisations or other key activities focussed in specific weeks). Where the course can be either full time or part time or is non-standard in delivery – e.g., delivered in blocks or through blended learning, a statement explaining how this works should be included.
* the methods used to communicate with students in emergencies, policies on ‘office hours’ and details of how students can book tutorials and make appointments with staff.
* Separate additional guidance will be provided for collaborative/partner courses – see Section 6 on Resources below.

# Course Learning Outcomes and Structure

This section might include the following: (to ensure appropriate cross-reference to the programme specification, use hyperlinks wherever possible):

* course aims and learning outcomes
* approach to learning, teaching and assessment including, where applicable, the learning and teaching philosophy of the course, use of reflection/reflective practice, work-based learning and projects, use and approaches to blended learning, technology-enhanced learning, VLEs, etc. **(Also see table in Section 3 below, regarding module mode of delivery)**
* the award map and details of mandatory and optional modules
* any subject-specific Library Services support
* opportunities for work-placements or study abroad
* arrangements for personal academic tutoring (PAT) and for PDP
* employability and sustainability
* inclusion and support for students with disabilities
* for FDs: the progression arrangements and procedures for application and any specific requirements related to each, including reference to bridging programmes where applicable, for progression from FDs to the approved linked Honours Degree(s)/Top-Up degree
* for FDs: arrangements to support transition from FDs to the approved linked Honours Degree(s). This should be distributed through the course at appropriate points depending on the activities. Specific events could be included in the course calendar. Transitional support could include planned study skills development, visits from staff and/or students from the Honours degree, preparation and advice for choice of progression route and subsequent module choices, Independent Study preparation, specific induction arrangements for the Honours/Top-Up degree.
* it is recommended that a grid, developed for the course approval process, be included showing how the programme learning outcomes are mapped to modules, and a grid showing how key/transferable skills are taught/practiced and assessed within modules. Increasingly mapping of subject benchmark statements to course content is also provided for approval purposes – these can be included in annexes for the final version of the handbook.
* If the course is to be delivered through highly blended, online or distance learning you should refer to the [latest guidance](https://www2.worc.ac.uk/aqu/documents/BlendedOnlineDeliveryGuidanceGuidelinesDefinitions.pdf) Section 2.9 detailing what should be included in the course handbook.

## Module mode of delivery

Please use a table as below or similar to indicate to students how each module will be delivered (e.g. wholly or partially online or entirely in person/on campus). Ensure you make clear detail below the table.

Table 1.1 to insert Mode of module delivery

|  |  |  |  |
| --- | --- | --- | --- |
| Module Code | Wholly online | Partly online\* | Campus based |
| EG1001 | x |  |  |
| EG1002 |  | x |  |
| EG1003 |  |  | x |
|  |  |  |  |

\* If delivered partly online please explain how this works below the table.

**For new course approvals, re-approvals and when preparing for Departmental Periodic Review,** please include information on the following:

## University Graduate Attributes

Add in a table articulating the graduate attributes for students, or develop a course statement about the attributes customising the following standard text.

The University has a set of five graduate attributes – high level skills, qualities and understandings – that we aim to develop in all of our students. Here we set out what this means in the context of your course and how we support you in developing and demonstrating these attributes.

**Social responsibility**

Graduates who are globally and socially responsible, culturally aware and understand the ethical impact of decisions

**Reflective and resilient lifelong learning**

Graduates who are resilient and aspirational, intellectually curious and critically reflective lifelong learners

**Problem solving**

Graduates who can employ analytical, creative and evaluative skills to investigate problems and propose viable solutions

**Teamwork and effective communication**

Graduates who can work in teams and communicate effectively to a range of audiences

**Digital citizenship**

Graduates who have high degrees of digital capability to actively and responsibly create, communicate and collaborate online.

In customising the standard text for your course, for each of the graduate attributes, explain:

* what the graduate attribute means in the context of the course/discipline
* how the learning opportunities through the different levels of the course support student’s development of this attribute
* how the development of the attribute is supported via practical learning activities and assessment (this may include reference to specific modules)
* how the learning opportunities for the attribute relate to employability/further study
* opportunities for extending learning related to the graduate attribute, e.g. through optional placements/work experience, additional qualifications, Worcester Scheme etc.

How it all comes together:

Explain, where relevant, how the development and achievements of the graduate   
attributes come together – e.g. in the PAT system, in specific modules, in the use of a portfolio or similar, in the development of a CV and the writing of a reference.

For further guidance for staff, please see the LTQE page on graduate attributes for the latest resources: <https://www2.worc.ac.uk/qed/93.html>

# Assessment

This section might include:

* assessment schedule detailing assignment deadlines, and return dates, examination weeks, etc. (a template for this purpose is appended to this document, which you can adapt or use, if you wish)
* assessment criteria
* approach to formative assessment and feedback
* information about how assessments, including practice placement or work based learning assessments if relevant, are marked and moderated (including approach to anonymous marking and multiple sites of delivery) and expectations about return of assignments and timing and format of feedback
* information about Standardisation of marking (including approach to standardisation across sites, if applicable).
* information on re-assessment (see standard text below)
* information about plagiarism/academic integrity
* use of Generative Artificial Intelligence
* information about assignment submission (see below for standard text)
* information about the Independent Study, or equivalent.
* information about latest Word Count Policy (see [UW Assessment Policy](https://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf), Section 5)

## [UW Regulations and Procedures](http://www.worcester.ac.uk/registryservices/649.htm)

The full regulations governing assessment for all undergraduate and postgraduate awards are to be found in the [Taught Courses Regulatory Framework](http://www.worcester.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf).

Any variations to regulations specific to this programme are to be found in Section 19 of the Programme Specification.   
  
**The Programme Specification for this course can be found here:**

[Course Leader to add relevant programme specification hyperlink/s here – these are available from the Academic Quality Unit, and you may wish to include different links for different years’ versions].

Programme specifications for this course and all other UW courses can be found on the Academic Quality Unit webpages <https://www2.worc.ac.uk/aqu/662.htm>

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates **must be** included in the Course Handbook.

Table 1.2 to insert assessment methods and weightings

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Module | Essay | Training Programme | Practical Assessment | Written Assignment | Case Study | Journal | Research Review | Within Module Test | Research Abstract | Practical Investigation | Presentation | Exam | Log Book | Project | Practical Report | Research Proposal | Independent Study |
|  | Percentage weighting of assessment | | | | | | | | | | | | | | | | |
| EG1001 |  |  |  | 50 |  |  |  |  |  |  |  | 50 |  |  |  |  |  |
| EG1002 |  |  | 30 |  |  | 30 |  |  |  |  |  |  |  |  | 40 |  |  |

Detailed information about processes for exam board practice and external examination, particularly in the case of more complex or collaborative courses can also be located in annexes where appropriate.

**[The following standard text on regulatory matters should be included in the handbook as shown below. If you feel that any of this is not relevant, please discuss with a member of Registry Services or AQU]**

## Submission Deadlines and Late Submission

If you submit course work late but within 7 days (one week) of the due date you will have your work marked but the grade will be capped at D- (recorded as L1 grade). All assignments submitted later than 7 days (one week) will not be marked and a grade L2 will be recorded.

You are expected to submit all assignments by the due date. If you have [mitigating circumstances](http://www.worcester.ac.uk/registryservices/679.htm) preventing you from meeting the due date you should submit a claim within 7 days of the due date. You will be expected to provide evidence to support the claim which covers the period immediately leading up to the assessment.

**PLEASE NOTE**:

* You must submit all items of assessment for a module in order to pass.
* If you do not submit an item of assessment, you will automatically fail the module regardless of any overall mark achieved.
* If you achieve an H or L2 grade, you will automatically fail the module regardless of any overall mark achieved.

A transcript of results will be available on-line via your [Student Homepage](https://worc.myday.cloud/dashboard/students) once marks have been agreed. To view your results, click on the ‘My Results’ Tab when using your SOLE page.

## Formative Assessment

This course provides opportunities to test your understanding and learning informally through the completion of practice or ‘formative’ assignments.

Formative assessments do not carry a grade contributing to the final overall grade for the module.

Formative assessments may include peer-assessment and self-assessment as well as tutor-assessments.  Summative assessments also have a formative function through the feedback you receive.

It is University Policy that all first year (Level 4) students are asked to complete a tutor marked early formative assignment.  This will normally be within the first four to six weeks of the start of the academic year and linked to one of the mandatory modules for the course.  You will be asked to submit the assignment via Turnitin in Blackboard where appropriate and will have an opportunity to discuss the originality report with a tutor.  This will help you understand the concept of academic integrity the importance of citing sources and referencing etc.

## Reassessment

If you fail a module, you will be given an opportunity to retrieve the failure. The formal reassessment period for undergraduate courses for 2025/26 academic year will be 6th – 10th July 2026. You will be advised of your hand in date for resubmissions after the exam board have met, with a formal deadline of 3.00pm for any course assessments to be submitted.

Module outlines will provide you with information on the arrangements for reassessment for each module and its assignments. Reassessment in a module will mean resitting the assessment item(s) that have been failed and will normally involve the completion of new tasks. Formal examinations that are failed will involve you in taking a new examination paper.

**For level 4 modules only**, the reassessment task in most cases will involve you in re-submitting a re-drafted version of the failed assignment in the light of feedback provided, together with a short (circa 200/300 words) reflective statement on how you have engaged with the feedback provided (see below). You should make clear in the re-submitted assignment where you have made changes through either highlighting changed text or through track changes, unless it is a substantial re-writing of the whole assignment.

If you did not submit the assignment at all, then the reassessment will in most cases involve you in submitting the original assignment.

In some cases, where it is not possible to re-do the original assignment, (for example where it is a group assessment, or a formal unseen examination), the reassessment task will require you to complete a new assignment.  The details of this assignment will be made available to you via Blackboard on the date of publication of results of the original assignment.

We strongly encourage students who have more than one reassessment from semester 1 to discuss with their personal academic tutor a plan of work which stages completion in the early part of semester 2 and at the end of semester 2, so that you do not leave it all to the last minute.

## What is a reflective statement?

A reflective statement involves critically analysing an experience, recording what you have learned from it and what you plan to do with your new knowledge and understanding. The key to reflective writing is to be analytical rather than descriptive. Always ask why rather than just describing what happened during an experience. A reflective statement:

* Looks back at what you did/did not do for your first submission to perform better in the future
* Constructively criticises how you approached the assignment and why it did not reach a pass standard – note this should be more than simply reproducing what your tutor has said in feedback
* Provides a short analysis of the action you have taken to improve your learning and rework the assignment to develop it
* More generally states how this exercise of engaging with your tutor’s feedback and re-working the assignment will impact on your future learning strategies and approach to assignments.

## External Examiners

All courses delivered in Universities and Higher Education Institutions (HEI) in the UK have an External Examiner.  An External Examiner is normally an experienced academic from another University or HEI, or in some cases a senior professional practitioner.   The External Examiner’s role is to provide confirmation that the academic standards of your course are similar to those on comparable courses at other Universities, and to give an external perspective on the quality of your course. They do this in a number of ways:

* They are involved in reviewing course work assignments and examination questions set for the course and providing an independent view of how appropriate they are for the course.
* They are involved in moderating student work. They do this by receiving a sample of student work from across the different grades for each module/unit. The purpose of moderation is to check the standards of marking and to form a view on student achievements.
* They attend the University’s assessment (examination) boards, which is where grades for modules are confirmed.
* They provide an annual report to the University, on the academic standards, assessment arrangements and quality of the course. This report is written for your tutors but is also made available to students on the course, and is discussed with Course Representatives at Student Staff Liaison Committee (SSLC) meetings.
* They meet with the course team and may meet with students to talk about the course.

The current External Examiner(s) for your course is/are

Name:

Position:

Institution:

Please note that it is not appropriate for you to contact the External Examiner directly and that External Examiners do not discuss individual student performance. If you have concerns, please refer them to your Personal Academic Tutor or Course Leader in the first instance.

Further information on the role of the External Examiner regarding moderation of marking can be found in Section 13 of the [UW Assessment Policy](https://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf).

## UW Regulations

The following hyperlinks provide information on [UW regulations and procedures](http://www.worcester.ac.uk/registryservices/649.htm) relating to alleged academic misconduct, mitigating circumstances, complaints and appeals.

[Investigation of cases of alleged academic misconduct](http://www.worcester.ac.uk/registryservices/documents/Proceduresforinvestigationofallegedacademicmisconduct.pdf)

[Exceptional mitigating circumstances](https://www2.worc.ac.uk/registryservices/documents/proceduresformitigatingcircumstances.pdf)

[Student complaints procedures](https://www2.worc.ac.uk/registryservices/documents/Student%20Complaints%20Procedures.pdf)

[Student academic appeals procedures](http://www.worcester.ac.uk/registryservices/documents/ProceduresforAppeals.pdf)

# Course Management and Student Representation

This section might include:

* information about the Student Staff Liaison Committee (SSLC) (formerly “Course Management Committee”)
* information about the student representative system
* student feedback and module evaluation and how this is used/responded to
* University Student Survey and National Student Survey
* Professional Statutory and Regulatory Body links

[Student Academic Representation](https://www.worcsu.com/yourvoice/reps/)

Worcester Students' Union and the University of Worcester are committed to ensuring that all students can influence and shape the course they study and enhance the learning experience for current and future students. All students are represented at Student Staff Liaison Committees by at least one elected Course Representative. The role of a Course Rep is to represent the views and concerns of the cohort and to make suggestions about how their course might be improved.

**Useful reference points:**

[Module Evaluation Policy](https://www2.worc.ac.uk/aqu/documents/ModuleEvaluationPolicy.pdf)

# Work-Based or Placement Learning

If there are elements of work-based or placement learning, it is expected that students are provided with specific details of operational management, in line with the guidance contained within the University policies. A specific handbook or placement guide for students detailing all aspects is normally expected – cross reference to this can be made here.

**All courses are expected to complete at the point of approval or next periodic review a work-based/placement learning audit record, and to update and maintain this document as an annexe to the Course Handbook.**

**Useful reference points:**

[Policy on the Management of Placement and Work-based Learning](https://www2.worc.ac.uk/aqu/documents/Work-basedandPlacementLearningPolicy.pdf)

# Resources

It may be helpful to outline the learning resources that will be made available to students, including where they are and any restrictions on their use. This could include reference to physical and online resources e.g. the use of the VLE (Blackboard) and/or other learning technologies.

The Library Services section below gives useful generic **UW information** which you may wish to include.  Contact your Academic Liaison Librarian for further specific information for your course.

In the case of **collaborative provision**, it is important to make clear what resources are available to students at various sites and what is available from the University and the Partner respectively. In addition, you may wish to outline some of the other resources available to students at the partner college such as social spaces, cafes and study spaces. There are a number of **separate Library Services sections** available as follows **for collaborative courses:**

* [Barr Beacon and Somerset SCITTs](https://www2.worc.ac.uk/aqu/documents/LibraryServicesBarrBeaconSomersetSCITTs.docx)
* [Dudley Campus](https://www2.worc.ac.uk/aqu/documents/LibraryServicesDudleyCampus.docx)
* [Heart of Worcestershire College – directly funded](https://www2.worc.ac.uk/aqu/documents/LibraryServicesHeartofWorcsCollegeDirectlyFunded.docx)
* [UK indirect funded collaborative courses](https://www2.worc.ac.uk/aqu/documents/LibraryServicesUKIndirectFundedCollaborativeProvision.docx)
* [Transnational Education](https://www2.worc.ac.uk/aqu/documents/LibraryServicesTransnationalEducation.docx)

Further guidance on Partner resources can be found at <https://library.worc.ac.uk/working-with-partner-courses> or via the [Partnerships and Transitions Liaison Librarian](mailto:r.sykes2@worc.ac.uk).

## Library Services

[Library Services](http://library.worc.ac.uk) provides you with the books, journals and other online resources that you need to succeed on your course.

## Online resources and recommended reading

Start your reading by looking at the [resource list](https://worc.rl.talis.com/index.html) in each of your Blackboard modules. These contain key readings recommended by your course team.

[Library Search](file:///C:/Users/sykr2/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/A8ABO4K6/library.worc.ac.uk) gives you access to books and articles beyond your resource list.

[Library Services subject guide](https://library.worc.ac.uk/snm-subject-guide)s are the place to look for specialist resources including recommended research databases. If you need a journal article, book chapter or book that is not available via Library Services, we can usually get it for you via our inter-library request service.

You can [listen to our ebooks](https://libraryfaqs.worc.ac.uk/faq/251808) if you prefer. If you struggle to read print comfortably due to dyslexia, autism, ADHD, a visual impairment or physical disability then [Bookshare](https://library.worc.ac.uk/accessible-texts-from-bookshare) is for you.

## Referencing in your academic work

Referencing is an important part of your academic writing. It enables you to show what you have been reading, and how it has influenced your thinking and reasoning. For your assignments, use Harvard Cite Them Right 12th edition. The [Library Services referencing webpage](https://library.worc.ac.uk/referencing) provides links to the referencing guides you need, aswell as links to guidance on academic integrity and the University assessment policy. Our Academic Liaison Librarians can help with guidance on referencing, [reference management tools](https://library.worc.ac.uk/finding-and-managing-resources#managing-your-references) and [reference generators](https://youtu.be/6caqqRrOWDs?si=GgFUM1Pzc862en3z) at any point in your course.

## Guidance and advice

Our Academic Liaison Librarians will teach skills throughout your course which will enable you to find, organise, evaluate and reference information effectively.

### Quick queries:

Got a quick query about finding or using sources, or about referencing?

* Search our [Frequently Asked Questions](https://libraryfaqs.worc.ac.uk/)
* Email the Ask a Librarian team: [askalibrarian@worc.ac.uk](mailto:askalibrarian@worc.ac.uk)
* [Live chat](https://library.worc.ac.uk/ask-a-librarian) with a librarian, 12-5pm Monday to Friday and 12-2pm on Saturdays during term time.

### For more in-depth guidance:

* Book a place on one of our [online workshops](https://worc.libcal.com/calendar/events) covering a range of topics including searching for sources, referencing sources, using University of Worcester ebooks, support for systematic reviews and much more.
* [Book an online appointment](https://library.worc.ac.uk/book-an-appointment) with your academic liaison librarian. Contact [your librarian](https://library.worc.ac.uk/contact-us) by email if you would prefer an in-person appointment.

### Library Services videos, screencasts, and social media:

Follow us on Instagram, TikTok and YouTube. Search @UWLibraryServices

## The Hive

The Hive is Worcester’s joint University and public library. The Hive is your library, and your student ID card is also your library card. You become a library member as soon as you are registered on your course.

Our [sensory guide to The Hive](https://library.worc.ac.uk/sensory-guide-to-the-hive) explains what you can expect to find or experience on each floor. Most of the academic books are on Level 3. There is full wireless coverage throughout via [Eduroam](https://libraryfaqs.worc.ac.uk/faq/100736), and laptop power stations, computers and printers are available. Silent study is on Level 4, and group study spaces are found on Level 0. Quiet study spaces are available throughout the library. There is a [café](https://www.thehiveworcester.org/10885.html), children’s library and [collection of teaching resources](https://library.worc.ac.uk/teaching-collection) on Level 1; plus a full and varied [events](https://www.thehiveworcester.org/whats-on.html) programme of interest to all ages in The Hive all year round.

* [Opening hours, transport and parking information](https://library.worc.ac.uk/getting-here)

## Using other university libraries

Apply via [SCONUL Access](https://www.sconul.ac.uk/sconul-access) if you would like to use study spaces, books or journals at other university libraries. The website tells you which libraries participate.

**Technology Enhanced Learning Unit** (including Blackboard)  
[tel@worc.ac.uk](mailto:tel@worc.ac.uk)

[www.uwtel.co.uk](http://www.uwtel.co.uk/)

<https://twitter.com/UW_TEL>

**Information Technology Services - Access to computers**

**Peirson Study & Guidance Centre.** **St Johns Campus**

The building has 24/7 PC access and study spaces. 24/7 access is obtained via the entrance near Conference Centre through card entry, any issues with access should be referred to St John’s Reception.

**Severn Campus and Charles Hastings/Jenny Lind Building, City Campus**

PC access is available during standard opening hours, Mon-Fri 8.00 – 22:00. Check with Reception/Security for details outside these hours (01905 85 5000).

**IT enquiries**

The IT Service Desk can be contacted in the following ways:

* Via phone: 01905 857500 (08:30 – 17:00 Monday – Friday)
* Via the online portal at [www.worc.ac.uk](http://www.worc.ac.uk)/it
* Via online chat at [www.worc.ac.uk/it](http://www.worc.ac.uk/it)
* Face-to-face on Level 1 of the Peirson Study and Guidance Centre (09:00 – 17:00 Monday to Friday)

**IT Major Incident Procedure**

In the event of a major system failure, communications will be via the email system and/or the UW and IT web pages.

**Timetabling**

‘Find a Room To Study’ - Students can check the status of rooms on Campus by using the ‘Find A Room To Study’ Tile on their My Day page. If the status of a room shows that it is free, it can be used ad-hoc by students wishing to study instead of following the normal channels of reserving a room for group work, etc. Timetabling does not reserve rooms for students to study, but as long as a room is free to use (no last-minute bookings come through to the Timetabling system) this allows students to find a quiet space to study.

# Services

You may wish to outline the nature of other services available to students.

In the case of collaborative provision, it is important to make clear what support services are available to students at various sites and what is available from the University and the Partner respectively.

## Useful reference points:

[Registry Services](http://www.worcester.ac.uk/registryservices/) is the central academic and administrative support department of the University for staff and students.

[Student Services](https://www2.worc.ac.uk/student-services/) is the central department that provides non-academic support of students ranging from accommodation, through to welfare, disability and careers services.

[Worcester Students’ Union](https://www.worcsu.com/helpandadvice/) provides independent, confidential and impartial advice to all students of the University of Worcester. Representation is available to students regarding complaints, academic misconduct, fitness to practice or any other university meeting where a student feels they would like support.

firstpoint is a helpdesk for current and prospective students at the University of Worcester. We are the front desk for [Student Services](https://www2.worc.ac.uk/student-services/) but we can also answer questions on a variety of topics and signpost to other teams across the University.  
You can keep up to date with our news and events by [subscribing to the firstpoint blog](https://firstpoint.blog/). This service is based in the Peirson Study and Guidance Centre on the St John's Campus.

The [Careers and Employability](https://www2.worc.ac.uk/careers/) Service support students and graduates with the planning and management of their careers and development of employability skills. You can book an appointment online to discuss options with your course or get help with applying for jobs and preparing for interviews. The Careers and Employability service can support with part-time jobs whilst you study and have a great resource via the myCareer portal. <https://www2.worc.ac.uk/careers/>

Whether you are a member of a faith or belong to no faith tradition the [Chaplaincy Service](https://www2.worc.ac.uk/chaplaincy/) is available to provide spiritual support to all students and staff. You can contact the Chaplaincy Service at [chaplaincy@worc.ac.uk](mailto:chaplaincy@worc.ac.uk).

The [Counselling and Mental Health Service](https://www2.worc.ac.uk/counselling/) provide free support for students experiencing emotional or psychological problems, so that they can gain maximum benefit from their university experience and develop their potential to the full. To book an initial appointment with a member of the Counselling and Mental Health Team you can either book yourself in for a Support, Triage, Advice, Referral (STAR) appointment by clicking this link <https://www2.worc.ac.uk/counselling/> or contact firstpoint by email at [firstpoint@worc.ac.uk](mailto:firstpoint@worc.ac.uk) or telephone 01905 542551. Appointments are available Monday to Friday between 9am and 4:30pm and are usually within 1-2 days of you contacting Firstpoint.

The [Disability and Dyslexia Service](https://www2.worc.ac.uk/disabilityanddyslexia/) support and advise students and researchers with a disability, medical condition, or Specific Learning Difficulty (SpLD). All advice can be sought via online appointments with a Disability Adviser. They also support staff to help them ensure that the needs of disabled students are met. More information on the service that can be provided can be found here: <https://www2.worc.ac.uk/disabilityanddyslexia/>

The [Student Support and Wellbeing Team](https://www2.worc.ac.uk/studentsupport/) contributes to the development of an inclusive and supportive University community, helping students to achieve a positive, fulfilling, and enriching experience. Student Support Advisers provide a confidential support service on a broad range of pastoral and welfare. You can book a virtual meeting with a Student Life Adviser via firstpoint.

The [Centre for Academic English and Skills](https://www.worc.ac.uk/life/help-and-support/language-centre/home.aspx) offers all students free advice and support with academic writing and presentations. Tutors can help you write more effectively and advise you on your critical writing skills and use of academic vocabulary, grammar, style, referencing and more. There are other options you can take to develop the knowledge and skills needed to teach English as a foreign language. Email [english@worc.ac.uk](mailto:english@worc.ac.uk) for more information or to book time with a tutor.

## Study Skills

The [Study Skills Portal](https://studyskills.wp.worc.ac.uk/) brings together links and advice across the range of academic skills that you will need including advice on [starting at university](https://studyskills.wp.worc.ac.uk/index.php/starting-at-university/). Successful students use high quality books and research resources, read widely and write critically. Online study skills support is available to all students via [Library Services](https://library.worc.ac.uk/), the [Centre for Academic English and Skills](https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/academic-writing-guidance.aspx) and the [Academic Writers in Residence](https://www.worcester.ac.uk/life/help-and-support/services-for-students/academic-writers-in-residence-rlf.aspx).

[The Student Records Office](https://www2.worc.ac.uk/registryservices/657.htm)  maintains students' personal and academic details and deals with all matters relating to student progression.

Standard and non-standard semester dates for 2025/26 are available

<https://www.worcester.ac.uk/life/term-dates/term-dates-2025-26.aspx>

# Assessment hand-in dates

Template 1 – undergraduate

Template 2 – postgraduate

**Appendix 1**

## Template 1 - Undergraduate - Indicative assessment hand-in dates (2025/26)

Table 2.1 Semester 1 undergraduate assessment hand in dates

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Academic Year by Week (2025/26) - Semester 1** | | | | | | | | | | | | | | | | |
|  | Semester 1 teaching commences Week 5: Mon 22nd Sept 2025; ends Week 17: Fri 19th Dec 2025 | | | | | | | | | | | | | | | | |
| Week no | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | Christmas Break  (2 weeks) | 20 | 21 |
| **Module Code** | 15/9 | 22/9 | 29/9 | 6/10 | 13/10 | 20/10 | 27/10 | 3/11 | 10/11 | 17/11 | 24/11 | 1/12 | 8/12 | 15/12 | 05/1/26 | 12/1 |
|  | UG Induction/  Re-induction Week |  |  |  |  |  |  | Progress Week |  |  |  |  |  |  | Revision and Assessment Week | Assessment Week / Mid-year review |
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Table 2.2 Semester 2 undergraduate assessment hand in dates

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Academic Year by Week (2025/26) - Semester 2** | | | | | | | | | | | | | | | | |
| Semester 2 teaching commences Week 22: Mon 19th Jan 2026; ends Week 36: Fri 1st May 2026. Exam boards 1st June to 21st June 2026 | | | | | | | | | | | | | | | | |
| Week no | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | Easter Break  (3 weeks – 23/3 – 12/4) | 34 | 35 | 36 | 37 | 38 |  | 46 |
| **Module Code** | 19/1 | 26/1 | 2/2 | 9/2 | 16/2 | 23/2 | 2/3 | 9/3 | 16/3 | 13/4 | 20/4 | 27/4 | 4/5 | 11/5 |  | 6/7-10/7 |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Assessment Week / end of year review | Assessment Week / end of year review |  | Reassessment week |
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**Appendix 2**

## Template 2 - Postgraduate - Indicative assessment hand-in dates (2025/26)

Table 3.1 Semester 1 hand in dates for postgraduate assessments

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Academic Year by Week (2025/26) - Semester 1** | | | | | | | | | | | | | | | |
|  | Semester 1 teaching commences Week 6: Mon 29th Sept 2025; ends Week 17: Fri 19th Dec 2025 | | | | | | | | | | | | | | | |
| Week no | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | Christmas Break  (3 weeks) | 21 | 22 |
| **Module Code** | 22/9/25 | 29/9 | 6/10 | 13/10 | 20/10 | 27/10 | 3/11 | 10/11 | 17/11 | 24/11 | 1/12 | 8/12 | 15/12/25 | 12/1/  26 | 19/1 |
|  | PG Induction/  Re-induction Week |  |  |  |  |  |  |  |  |  |  |  |  | Revision & Assessment Week | Assessment Week |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
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Table 3.2 Semester 2 hand in dates for postgraduate assessments

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Academic Year by Week (2025/26) - Semester 2** | | | | | | | | | | | | | | | |
| Semester 2 teaching commences Mon 26th Jan 2026; ends Fri 1st May 2026 | | | | | | | | | | | | | | | |
| Week no | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | Easter Break  (3 weeks – 30/3 – 12/4 | 34 | 35 | 36 | 37 | 38 | 39 |
| **Module Code** | 26/1/26 | 2/2 | 9/2 | 16/2 | 23/2 | 2/3 | 9/3 | 16/3 | 23/3 | 13/4 | 20/4 | 27/4 | 4/5 | 11/5 | 18/5/26 |
|  |  |  |  |  |  |  |  |  |  |  |  |  | Revision & Assessment Week | Assessment Week | Assessment Week |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
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Table 3.3 Semester 3 hand in dates for postgraduate assessments

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Academic Year by Week (2025/26) - Semester 3** | | | | | | | | | | | | | | | | | |
| Semester 3 commences Mon 1st June 2026; ends Fri 2nd October 2026.  Start/end dates are flexible between the dates shown to include a minimum of 12 weeks teaching.  Assessment weeks are flexible depending on start/end dates. Exam boards w/c 26th October 2026 | | | | | | | | | | | | | | | | | |
| Week no | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 1 | 2 | 3 | 4 | 5 | 6 |
| **Module Code** | 1/6/26 | 8/6 | 15/6 | 22/6 | 29/6 | 6/7 | 13/7 | 20/7 | 27/7 | 3/8 | 10/8 | 17/8 | 24/8 | 31/8 | 7/9 | 14/9 | 21/9 | 28/9/26 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |