

THE
DYSON
INSTITUTE

Undergraduate Engineer Handbook Year two

dyson

Bachelor Engineering (BEng Hons) Handbook Year two 2019/20

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Welcome

Welcome to year two of your Bachelor Engineering (BEng Hons) and Level 6 Product Design and Development Engineering Degree Apprenticeship*.

This document aims to give you clear and succinct information about what to expect, and who to talk to during your academic journey this year.

**You will only be enrolled on the apprenticeship if you are eligible and you should be aware if you are not.*

1.0 Delivery of your degree course: Year two

1.1 Academic teaching will take place over three trimesters:

Your degree course is taught over three trimesters. Warwick staff deliver the degree on site at Dyson every Wednesday, where one to two subjects will be covered. On a Thursday half the day is for revision and the other half is given to WM216.

Trimester 1

Teaching: 23 September 2019 to 19 December 2019

Academic leave: 30 December to 3 January 2020

Teaching: 6 January 2020 to 16 January 2020

Exams: 12 December (programming), 14 January and 16 January

Academic leave: 20 January 2020 to 24 January 2020

Trimester 2

Teaching: 27 January 2020 to 9 April 2020

Academic leave: 12 April 2020 to 17 April 2020 (noting 10 April and 13 April are public holidays)

Teaching: 20 April 2020 to 7 May 2020

Exam: 5 and 7 May 2020

Academic leave: 11 May 2020 to 15 May 2020

Trimester 3

18 May 2020 to 9 July 2020

Last exam: 9 July 2020

Academic leave: 13 July 2020 to 24 July 2020

2.0 Key people

2.1 Academic staff and support:

Your teaching team will deliver your lecturers, set and mark your assignments and offer academic support. You will also find support for your degree apprenticeship programme (if you are enrolled on it). The teaching team and academic support team are listed below:

The University of Warwick: Warwick Manufacturing Group

Academic teaching team

Programme Director: Professor Steve Maggs

Course Lead: Dr Matija Sokola

Tutor: WM211 – Shaheen Charlwood

Tutor: WM212 – Dr Matija Sokola

Tutor: WM213 – Paolo Villeda

Tutor: WM214 – TBC

Tutor: WM215 – Jane Rayner

Tutor: WM216 – Dr Zeina Rihawi

Workplace and academic support

Programme Director/UK Technical Director: Matt Wilson (cohort one (year three) contact)

Programme Lead/Technical Manager: Bob Tricklebank (cohort two (year two) contact)

Academic Support/Senior Technical Engineer: Ned Carpenter (cohort three (year one) contact)

Academic Support/Workplace Tutor/Technical Engineer: Ben Fitzpatrick (cohort three (year one) contact)

Apprenticeship support

Apprenticeship Tutor Hugh Reynolds

2.2 Professional services academic support

Your professional services support team provide the non-academic services that support the delivery of your course.

Robyn Skelton Regulatory and Compliance Manager

Ruth Burchell Academic Quality and Standards Officer

If you are experiencing difficulty relating to your non-academic experience or wellbeing you can speak to your Student Support Advisor.

2.3 Peer support

You have Student Representatives (Reps) who work in partnership with the academic team to improve the degree course and apprenticeship. Your Academic and Workplace Reps are part of a Student Staff Learning Committee (SSLC) which is part of The University of Warwick quality and standards structure.

The Academic Reps should meet with their cohort on a frequent basis to track queries and actions. They meet with the academic team regularly and provide a collective student voice to help shape the programme. You can use your Reps to forward your feedback to be discussed in these meetings.

The Academic and Workplace Reps sit on The Dyson Institute Undergraduate Experience Committee who work with The Institute in partnership on projects, collating and voicing student feedback and suggest ideas to improve how The Institute works.

3.0 Degree course structure: Year two

3.1 Overall structure

Your programme has been created through a partnership between Dyson Technology and The University of Warwick to give you the best opportunity to gain a robust academic course paired with experience of working in a leading global brand.

This partnership continues to function to enhance the programme in response student and staff feedback with the intention of making it responsive and flexible, to ensure it meets the continued needs of students and Dyson.

In the first two years you will study a general engineering syllabus, giving you a strong technical foundation across multiple disciplines. In years three and four, you'll specialise in mechanical engineering, electronics, software, or electromechanical engineering. We will guide you through the potential specialisation pathways to find the route best suited to you.

Alongside theoretical knowledge, you will develop applied skills, such as design, prototyping, PCB layout and computer aided design (CAD). You'll be working in a global business, playing a vital role in the development of future technology.

3.2 Year two

In year two of your degree, you will take the six modules listed in the table below. They have been designed to give you a strong technical foundation underpinning the rest of the programme of study.

Trimester	Year two
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Trimester 1	WM211 Engineering Mathematics and Technical Computing	WM116 Applied Programming 2
Trimester 1	WM212 Engineering and Electronic Application	
Trimester 2	WM213 Control Theory and its Application	
Trimester 2	WM214 Engineering Mechanics II — Dynamics and Vibration	
Trimester 3	WM215 Engineering Thermofluids	

4.0 Module information: Year two

4.1 Engineering Mathematics and Technical Computing

WM211

Summary description and aims

To present and provide skills in the application of more advanced mathematics and systems modelling concepts that underpin many areas of Engineering. To build on the fundamental material introduced in the year one Engineering Mathematics and Systems module and introduce more advanced topics related to the analysis of a wide variety of engineering systems. To develop skills in the use of MATLAB for modelling and analysis of engineering systems. To introduce computer programming concepts and develop programming skills within MATLAB. To consolidate the development of problem solving and modelling skills as required in other year two modules and that students are equipped with the skills to tackle advanced material in modules taught in later years.

Learning outcomes – by the end of the module you should be able to:

- Recognise and apply advanced mathematical tools and techniques to solve engineering problems.
- Develop complex mathematical models of engineering systems.
- Solve complex engineering problems using MATLAB.
- Understand and apply programming concepts and methods.
- Model engineering problems involving dynamic simulation techniques making appropriate simplifying assumptions.
- Analyse models mathematically using appropriate statistical techniques and evaluate limitations of measurement on data used.

How is this module taught?

- 20 hours of lectures
- 20 hours guided study seminars
- 10 hours online tutorials
- 100 hours self-guided study

How is this module assessed?

- 80% examination (three hours)
- 20% assignment

Feedback for this module will be delivered through the following methods:

- Written feedback provided for each assignment.
- Further verbal feedback will be made available.
- Feedback during tutorial sessions.
- Solutions provided to tutorial questions.
- Feedback through online support.
- Summative feedback on exam questions.

Other Information:

- CATS Points (Credit Accumulation and Transfer Scheme – for more information see glossary): 15
- Notional learning hours: 150
- FHEQ Level (Framework for Higher Education Qualifications – for more information see glossary): 5

For information on how your marks are awarded see Section 5.

Outline syllabus:

- Sequences, Series, Limits and Taylor Series
- Fourier Series
- Partial Differentiation and Vector Calculus (Grad, Div, Curl and Multiple Integration)
- Applied Linear Algebra: Linear Matrix/Vector Equations and their Solution
- Linear Regression Analysis, Electrical Circuits and Fluid Networks)
- Eigenvalue/Eigenvector Analysis (Applications such as Oscillation in Circuits
- Structural Dynamics, Solution of State Variable Models and Stability Analysis)
- Multidimensional Taylor Series, Linearisation and Extrema of Functions, Fourier Transforms
- Transforms
- Partial Differential Equations and their Solution (examples to include: Wave Equation, Diffusion Equation and Laplace Equation)
- Numerical Methods: Newton-Raphson Iteration.
- Euler Integration of Initial Value ODEs
- Numerical Integration of Functions
- Linear Programming
- MATLAB as a System Modelling and Analysis Tool
- Elementary Computer Programming Concepts and Constructs, Illustrated using MATLAB as a Prototype Programming Tool

4.2 Electrical and Electronic Application

WM212

Summary description and aims

This module aims to provide the students with a deeper understanding of electrical and electronic applications. It will focus on usage of diodes and transistors in analogue circuits for basic rectifiers and stabilised power supplies. It will then introduce the basics of electric machines and power electronic converters in low-power drives, widely used for motion control,

automated manufacturing and in modern appliances. Digital processing of the sampled analogue variables, together with the flexibility given by the processing software, is also covered.

Examples and case studies demonstrate the usage of analytical techniques for predicting the performance of power-converting and signal-conditioning circuits and systems.

Learning outcomes – by the end of the module you should be able to:

- Discuss and compare the electrical characteristics of diodes and transistors used in rectifiers, power supplies and controlled power supplies.
- Analyse the operation of power supply circuits (linear and switch-mode) and select components for a given performance.
- Describe the principles of operation of a range of electrical machines and predict their performance in relation to the mechanical-side requirements.
- Use combinational logic to implement digital circuitry.
- Analyse both analogue-to-digital and digital-to-analogue conversion and apply suitable post-processing of sampled signals.

How is this module taught?

- Lectures: 22 hours
- Seminars: 10 hours
- Practical/laboratory: 4 hours
- Distance learning support: 4 hours
- Online: 4 hours
- Self-guided study: 106 hours

How is this module assessed?

- 60% exam
- 40% assignments (2 x 1,000-word assignments)

Feedback for this module will be delivered through the following methods:

- Verbal formative individual/group feedback during seminar and tutorial sessions.
- Written formative group feedback on the assignment.
- Written formative individual feedback on the practical report.
- Written cohort-level summative feedback on the exam.

Other information:

- CATS Points: **15**
- Notional learning hours: **150**
- FHEQ Level: 5

Outline syllabus

PART I: Electronic circuits:

- Diodes, Transistors, Thyristors as Switches
- Rectifier and Inverter Circuits, Effects of Capacitors and Inductances
- Stabilised Power Supplies – Linear and Switched-mode, use of ICs.
- Comparators, Op-amp Circuits, Oscillators

PART II: Electro-mechanical converters:

- Basics of Magnetism, Force Production, Relays
- Torque Production, DC Motor Basics
- Operation of DC Motors at Rated Load and Lighter Loading
- AC Machine Construction and Operation – Induction, Synchronous, Reluctance

PART III:

- Functions of Combinational Logic:
 - o Half Adder
 - o Full Adder
 - o 2-bit and 4-bit Parallel Adder
 - o Application Example
 - o Comparators
 - o 4-bit Decoder
- BCD-to-Decimal Decoder
- BCD-to-7segment Decoder
- Decimal-to-BCD Encoder
- Multiplexers (Data Selectors)
- Basic Parity Logic
- Basic of Error Detection and Correction
- Digital-to-Analogue Convertors (DAC)
- Analogue-to-Digital Convertors (ADC)

4.3 Control Theory and its Application

WM213

Summary description and aims

This module aims to develop an understanding of the main techniques for modelling, analysis and design of practical continuous-time control systems. It covers the underlying concepts and applications of control theory to engineering systems, with particular emphasis on electromechanical systems.

The case studies underpin the usage of well-established analytical techniques for estimating the behaviour of single-input single-output systems under both steady-state and transient conditions.

Learning outcomes – by the end of the module you should be able to

- Understand the necessity of control theory and understand the control requirements and limits for a system.
- Develop linear models and analyse the dynamic behaviour of electro/mechanical systems using Laplace transform.
- Predict the stability, steady-state behaviour and transient response of linear models.
- Design basic controllers to satisfy fundamental specifications of stability, precision, robustness.
- Compare the main characteristics of different control systems with respect to functionality and performance.

How is this module taught?

- Lectures: 22 hours
- Seminars: 8 hours
- Laboratory: 2 hours
- Workshops: 4 hours
- Tutorials: 4 hours
- Online: 4 hours
- Self-study: 106 hours

How is this module assessed?

60% examination

40% assignments (20% assignment – and 20% simulation/word lab report)

Feedback for this module will be delivered through the following methods:

- Verbal feedback given during seminar/tutorial sessions.
- Written formative group feedback on the assignment and the simulation/laboratory report.
- If necessary, written formative, individual feedback on the assignment and simulation/laboratory report.
- Written summative feedback on the exam.

Other information:

- CATS Points: **15**
- Notional learning hours: **150**
- FHEQ Level: 5

Outline syllabus:

PART I: Analysis of Feedback Systems

- Basic Concepts of Feedback Control
- Transfer Functions, Bode Diagrams, Polar Plots
- Stability of Linear Systems, Routh Criterion, Nyquist Criterion
- Response of Linear Systems to Impulse, Unit Step and Sinusoids

PART II: Synthesis of linear systems

- Design of Controllers with Bode Diagrams
- Root Locus
- P, I, D, PI, PID Controllers and their Application

4.4 Mechanics II – Dynamics and Vibration

WM214

Summary description and aims

This module aims to provide the essential mechanical science knowledge needed by all engineering disciplines, while laying the necessary foundation for more advanced mechanical engineering studies with more focus on dynamics. It provides a basis for the students to develop and apply knowledge and understanding of mechanical and physics principles and methodology necessary to underpin their education in mechanical and related engineering disciplines.

The course covers all topics in dynamics mechanics including: different types of motions (linear, circular, and projectile); force, momentum and impulse; bodies in rotation; work and power; torque, angular momentum and energy; vibrations.

Different analytical/numerical methods will be taught and implemented for several typical mechanical structures.

Learning outcomes – by the end of the module you should be able to:

- Demonstrate understanding of theoretical engineering principles in dynamic mechanics and apply it to model, analyse and simulate practical engineering problems.
- Apply the basic relations between the forces acting on a rigid body, its mass and shape and calculate the resulting motion.
- Comprehend underlying concepts related to dynamic mechanics which govern the operation and performance of mechanical engineering components and systems.
- Develop numerical and analytical skills leading to a problem-solving thinking.
- Understand and apply linear vibration theory.
- Apply both kinematics and kinetics principles for rigid body plane motion and vibration (damped/forced), and develop dynamics problem-solving skills for mechanical components.

How is this module taught?

- Lectures: 22 hours
- Seminars: 8 hours
- Workshops: 6 hours
- Online support: 10 hours
- Self-guided study: 104 hours

How is this module assessed?

- 60% examination
- 40% assignment (2 x 1,000 words)

Feedback for this module will be delivered using the following methods:

- Written feedback for summative coursework.
- Peer assessment and verbal feedback for formative work conducted in the workplace.
- Online support via blog/forum-type mechanisms.

Other information:

- CATS Points: **15**
- Notional learning hours: **150**
- FHEQ Level: **5**

Outline syllabus:

Introduction

- Importance and Applications
- Mechanics of Rigid Bodies
- Kinematics v Kinetics

Kinematics of Motion

- Particle and Rigid Body
- Linear Motion
- Circular Motion
- Projectile Motion
- Motion Diagrams

Kinetics of Motion

- Force
- Momentum and Impulse
- Bodies in Rotation
- Torque, Angular Momentum and Energy
- Work and Power

Vibration

- Harmonic Motion
- Natural Frequency
- Free Vibration
- Vibration Damping

4.5 Engineering Thermofluids

WM215

Summary description and aims

The overall module aim is to develop the abilities to understand, model and analyse heat transfer and fluid flow and apply these to engineering systems.

The module incorporates two components of thermal fluid sciences – heat transfer engineering and fluid mechanics.

The heat transfer component will cover different heat transfer modes, formulating them in order to analyse steady-state and transient behaviour of the bodies subjected to thermal gradients. Thermal resistance approach, heat capacity and the lumped mass approximation are dealt with by both analytical and numerical methods.

The fluid mechanics component includes the flow properties, Newtonian and non-Newtonian fluids, the principles of conservation of mass and momentum, laminar and turbulent flows, pipe flows, flow resistance, friction and losses in pipes, ducts and fittings for case of fluids in motion.

Learning outcomes – by the end of the module you should be able to:

- Describe the concepts and equations governing heat transfer.
- Analyse both steady-state and transient heat transfer problems of engineering importance.
- Explain the well-established concepts of fluid mechanics.
- Apply the continuity, momentum and Bernoulli's equations to engineering problems and calculate the pressure losses in duct/pipe flows.
- Apply non-dimensional analysis to fluid dynamics and heat transfer problems;

How is this module taught?

- Lectures: 24 hours

- Seminars: 12 hours
- Online Support: 4 hours (online)
- Laboratory: 6 hours
- Self- guided study: 104 hours

How is this module assessed?

- 60% examination
- 40% assignment (2 x 20% assignments, one written assignment and one lab report)

Feedback for this module will be delivered through the following methods:

- Verbal feedback given during seminar/tutorial sessions.
- Written formative cohort-level feedback on the assignment.
- Written cohort-level summative feedback on the exam.

Other information:

- CATS Points: 15
- Notional learning hours: 150
- FHEQ Level: 5

Outline syllabus:

- Introduction
- Importance and Applications
- Heat Transfer
- Fluid Flow

- Heat Transfer
- Modes of Transfer
 - Conduction
 - Convection
 - Radiation
- Steady-state Heat Transfer – Thermal Resistances
- Transient Heat Transfer
 - Lumped Analysis
 - Large Planes/Cylinders/Spheres
 - Semi-infinite Solids
 - Two Bodies in Contact
- 1D Heat Conduction Equation
 - Mathematical Models
 - Simple Code in MATLAB

- Fluid Flow
- Flow Properties
 - Viscosity
 - Newtonian v Non-Newtonian Fluids
- Laminar v Turbulence Flow
 - Reynolds Number
 - Transition Point
- Continuity and Momentum Equations

- Bernoulli's Equation
- Pitot Tube and Stagnation Pressure
- Extension of Bernoulli's Equation
- Flow in Pipes/Ducts
- Pressure/Frictional Losses
 - The Moody Chart
- 1D Flow in a Pipe
 - Mathematical Models
- Simple Code in MATLAB

4.5 Applied Programming 2

WM216

Summary description and aims

Building on WM116, this module aims to enhance students' programming skills. It will give an insight in the underlying theory to a range of engineering problems and give experience on how to apply MATLAB/ SIMULINK features for analysing them.

The module will familiarise students with theoretical and practical aspects of data acquisition, data analysis and signal processing using MATLAB toolboxes, thus developing the skills to create appropriate simulation models of dynamical systems. It will also introduce students to the Object-Oriented Programming and event-driven method of GUI development.

Learning outcomes – by the end of the module you should be able to:

- Understand Object Oriented Programming (OOP) fundamentals.
- Design and build Graphical User Interfaces (GUI) and develop event-driven GUIs.
- Demonstrate a comprehensive understanding of MATLAB/SIMULINK programming concepts, functions and tools to create appropriate simulation models of dynamical systems and expedite selected engineering problems.
- Show knowledge of the basics of Data Acquisition Toolbox.
- Apply fundamental concepts of signal processing using MATLAB.
- Develop, test, document, deploy, and maintain reliable program code based on specifications.
- Further develop programming and problem-solving skills and capabilities.

How is this module taught?

- Lectures: 22 hours
- Seminars: 14 hours
- Project supervision: 4 hours
- Workshop: 10 hours
- Self-guided study: 100 hours

How is this module assessed?

- 40% test (after term one)
- 60% project (in term two)

Feedback for this module will be delivered through the following methods:

- Written feedback provided for each assessment.
- Written solutions to the seminar problems and verbal feedback during seminar sessions.
- Feedback through online support.

Other information:

- CATS Points: **15**
- Notional learning hours: **150**
- FHEQ Level: **5**

Outline syllabus:

Introduction to Object Oriented Programming (OOP)

- What is OOP?
- Classes and Subclasses
- Objects
- Methods
- Inheritance

Graphical User Interface (GUI)

- Introduction to GUI
- Develop GUI
- UI Control Elements
- UI Control Properties
- Creating UI Control Objects
- File Handling from GUI
- Run a Simulation from GUI

MATLAB for Data Acquisition

- Acquiring Measured Data from a Data Acquisition Device
- Communicating with an External Instrument
- Using Synchronised Analog I/O and Digital I/O
- Using the Data Acquisition Toolbox to Write Commands to the Instrument and Read Waveform Data from the Instrument

Data Analysis and Signal Processing

- Pre-processing Data: Extracting Sections of Data, Smoothing and Filtering
- Correlation
- LTI Continuous-time Systems
- Frequency Analysis (Fourier Analysis)
- Differential Equation Solvers
- Discrete Systems (IIR and FIR Filters)

Simulink

- Demonstrates how to Apply Basic Modelling Techniques and Tools to Develop Simulink Block Diagrams
- Creating and Modifying Simulink Models and Simulating System Dynamics
- Modelling Continuous-time and Discrete-time
- Modifying Solver Settings for Simulation Accuracy and Speed
- Creating Reusable Model Components Using Subsystems

– Debugging

5.0 Overarching learning outcomes for your second year of study

Framework for Higher Education Qualifications – Level 5 descriptor

By the end of year two you should have:

- The knowledge and critical understanding of the well-established principles of your area of study, and of the way in which those principles have developed.
- The ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.
- The knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.
- An understanding of the limits of your knowledge, and how this influences analysis and interpretations based on that knowledge.

Typically, holders of level 5 qualifications will be able to:

- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
- Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.
- Undertake further training, develop existing skills and acquire new competences that will enable you to assume significant responsibility within organisations.

And you will have:

- The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Higher education credit framework for England: guidance on academic credit arrangements in higher education in England

Level 5 descriptor – by the end of year two you will be able to:

Generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well-defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

6.0 Submitting your work

6.1 To submit coursework

You will need to submit your assignments through Tabula. During submission your work will be checked for plagiarism through "Turn It In". If you have problems accessing Tabula you can contact wmgdysonbeng@warwick.ac.uk and the module lead.

It is important you meet the assignment requirements in terms of formatting and referencing. It is your responsibility to ensure the correct version of your assignment is submitted. You will also need to keep at least one electronic copy of your submitted coursework to be available for immediate resubmission if required.

7.0 How your marks are awarded

You will need to pass each module with a minimum of 40%

For information about resitting an exam see section 8 and for information about extensions and mitigating circumstances see section 9.

In year two you have to pass all your modules to progress. 20% of your marks this year will count towards your overall degree result.

7.1 Marking scale for assessments that have absolute answers

For examinations and assignments that have a definitive right and wrong answers you will be marked on a scale of 0-100%.

Your marks will fall into an overall 'class' of performance which align to degree classifications. This helps you keep track of your performance in terms of your end result at the end of year four.

Percentage score	Classification of performance
70 – 100%	First Class
60 – 69%	Second Class, Upper Division (also referred to as "Upper Second" or "2.1")
50 – 59%	Second Class, Lower Division (also referred to as "Lower Second" or "2.2")
40 – 49%	Third Class
0 – 39%	Fail

7.2 Marking scale for other assessment types (e.g. group-work, essays or presentations)

For assignments that do not have a definitive answer WMG will use a scale of 20 marks which are "banded" within the degree classifications.

Percentage score	Scale	Classification of performance	Descriptor
100	Excellent First		Work of original and exceptional quality which in the examiners' judgement merits special recognition by the award of the highest possible mark.
94			Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. At final-year level: work may achieve or be close to publishable standard.
88	High First	First Class	Very high-quality work demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.
82	Upper Mid First		
78	Lower Mid First		
74	Low 1st		
68	High 2:1	Upper Second (2:1)	High-quality work demonstrating good knowledge and understanding analysis, organisation, accuracy, presentation and appropriate skills.
65	Mid 2:1		
62	Low 2:1		
58	High 2:2	Lower Second (2:2)	Competent work, demonstrating reasonable knowledge and understanding some analysis, organisation, accuracy, relevance, presentation and appropriate skills.
55	Mid 2:2		
52	Low 2:2		
48	High 3 rd	Third	Work of limited quality, demonstrating some relevant knowledge and understanding.
45	Mid 3 rd		
42	Low 3 rd		
38	High Fail (Sub Honours)	Fail	Work does not meet standards required for appropriate stage of an Honours degree. Evidence of study demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to significant omissions and errors.
32	Fail		Work is significantly below standard for appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.
25	Low Fail		

12			Poor quality work well below the standard for appropriate stage of an Honours degree.
0	Zero		Work of no merit OR absent, work not submitted, penalty for academic misconduct.

Some descriptors cover a range of marks, the location of your mark within each group is dependent on the extent to which the elements in the marking criteria descriptor are met.

7.3 How your submitted work is marked

- Your assignment is initially marked by the module tutor(s) who set the assessment.
- Your work is marked again by a second marker (an expert in the relevant field or another module tutor).
- A sample (not less than 20%) of the marked assignments is then reviewed by a moderator.
- If there are discrepancies in some marks, then both markers and the moderator meet to discuss all the marks. The marker and moderator also agree on the feedback given to individual students, groups and/or the whole cohort.

7.4 Feedback

You are entitled to timely and constructive feedback on all your academic work and progress.

Your feedback will be either formative as you progress through your modules or summative at the end of the module or assessment.

7.5 When are my results published?

Your individual module exam results are published on Tabula 20 working days after an exam. The WMG programme coordinator will email you letting you know that the marks are available.

Your end-of-year results go to The University of Warwick Board of Examiners at the end of July. Your results will be available on Tabula at the start of August.

8.0 Resits

Second year undergraduate examinations

You must pass all modules in year two with at least 40% to enable you to progress to the next year. If you don't achieve this you will need to resit that module – usually during the first week of September. It is advisable not to pre-book leave in this period unless you are confident you have passed all your modules.

Your resit exam is capped at 40%. If you fail a second time after a resit you will not be able to progress.

You will be informed by the Secretaries to the Second-Year Boards of Examiners of the modules if you are required to resit, and you will be informed as to when the resit examinations are held (normally the first full week of September).

If you fail your resits, you will be required to withdraw from the University and The Dyson Institute. Under certain defined circumstances you have the right to appeal against this decision (see the section on Appeals for further information).

Resit examination results are normally released within a week of the relevant exam board. Although WMG will endeavour to get them out within one to two days.

9.0 Mitigating circumstances

9.1 Introduction

During your time at The Dyson Institute you might experience exceptional unforeseen short-term circumstances which are outside your control and might adversely affect your studies or ability to complete and exam. For example, you might have a late identification of a disability and so reasonable adjustments to assessments might not be in place. These scenarios are dealt with through the University of Warwick's mitigating circumstances procedure.

We recognise that the mitigating circumstances might involve sensitive and confidential information. However, it is vital that you advise your module lead, course lead (Mat Sokola), or address your submission directly to as soon as possible that you intend to report mitigating circumstances or, if you are concerned about confidentiality. They will be able to provide information and guidance about the process. It is your responsibility to disclose your mitigating circumstances within the given deadlines and provide the required evidence to support them.

In addition, you might find it more comfortable to speak with any of the following Institute staff who will be able to offer signposting and guidance about the process:

Programme Leads (Bob Tricklebank or Matt Wilson)
Cohort Student Support Advisor
The Academic Support Team (Ned Carpenter or Ben Fitzpatrick)
The Regulation Team (Ruth Burchell or Robyn Skelton)

9.2 Mitigating circumstances are defined as:

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

– Situations that are acute or short term, the timing of which are relevant to the impact on your study (normally within three weeks of the relevant assessment event or deadline).

In general terms, mitigating circumstances must be:

- (a) Significant (they have more than a minor impact on you).
- (b) Unexpected (you must have had no prior knowledge of the event).
- (c) Unpreventable (there was no reasonable steps you could have taken to prevent the event).
- (d) Relevant (you must be able to link the event, and its impact on the period for which your claim is being made).
- (e) Corroborated (it must be independently verifiable*).

*For detailed guidance about the evidence requirements for submitting mitigating circumstances please see: Mitigating Circumstances: Advice for Students - https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigating_circumstances/mc_guidance_for_students_final_revised_2_100119.pdf.

The table below shows claims based on the following are normally and not normally considered to fall within the definition of mitigating circumstances – these lists are not exhaustive. Claims must be evidenced as described above.

Claims normally to be considered within the definition of mitigating circumstances	Claims <i>not</i> normally to be considered within the definition of mitigating circumstances
A significant deterioration of a permanent or chronic condition close to assessment (normally within three weeks of the assessment due) which you have already reported and is already covered by reasonable adjustments.	A permanent or chronic condition which you already have told us about and is covered by reasonable adjustments.
Reasonable adjustments for a pre-existing condition already reported (as above) do not fully address the impact of the condition and still leave you at a disadvantage over others.	Circumstances that do not relate to the assessment period in question unless independent evidence is provided that demonstrates the ongoing detrimental impact of a personal situation/medical condition.
Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.	Minor illnesses or injuries (e.g. coughs, colds etc.) NOT requiring treatment from a qualified practitioner and that in a work situation would not normally lead to absence.
Death of someone close to you around the time of the assessment.	Minor illness of relatives (unless you have a substantial care or support responsibilities for that person).
Serious illness or accident (including significant caring responsibilities) of someone close to you at the time of the assessment	Examination stress and anxiety, unless a flare up of a pre-diagnosed illness/condition.

Significant change in employment circumstances beyond your control (part-time students only).	Stress or symptoms of anxiety or low mood which do not meet the criteria or threshold for a diagnosis of an anxiety or mood disorder.
Significant change in personal or unforeseen financial circumstances (e.g. divorce of student, fire, court appearance of student, acute accommodation crisis).	Pressure of academic workload.
Late diagnosis of a disability including Specific Learning Difficulty (SpLD).	Computer, printer or other IT failure.
Bullying, harassment or threatening behaviour).	Temporary self-induced conditions e.g. hangover.
Victim of a crime or involvement in a criminal case (e.g. as a witness).	Travel disruption (e.g. traffic jams/delayed trains).
It has been suggested that students observing the Ramadan fast may not be best placed to take examinations. Students are reminded that presenting themselves for a University examination is taken to imply fitness to undertake the examination. If, however, a student feels that observance of the Ramadan fast has had a significant adverse health effect on their examination performance and can provide confirmatory medical evidence, they may request that this be considered as potential special evidence by the relevant Board of Examiners.	Misreading or misinterpretation of an assessment title, date, time or deadline.
	Assessment dates being clustered or close together unless there has been a specific recommendation for reasonable adjustment which includes spacing of assessment dates.
	Employment or other types of external work (unless due to hardship that could not be foreseen).
	Non-academic activities and events that can be planned (such as holiday, moving house, weddings, normal sporting events or that were foreseeable and preventable.
	Late disclosure of circumstances on the basis that the student did not feel comfortable submitting mitigating circumstances prior to the relevant Board of Examiners' Meeting where marks are confirmed (i.e. only submitting mitigation after they have failed an assessment).
	Staff absence due to illness or other unforeseen circumstances.
	Ignorance of the regulations or examination or assessment arrangements.

For mitigating circumstances relating to mental health difficulties please consult with your Dyson Institute Student Support Advisor, Wiltshire Psychology Services practitioner or the University Disability Team or Counselling Service.

9.3 Requesting mitigating circumstances

If you need to submit mitigating circumstances, we recommend you speak with the module lead or course lead in the first instance to establish the best course of action. You can also speak to a member of The Dyson Institute team for further advice should you wish to.

To submit a claim you must complete the “Declare Mitigating Circumstances claim form” which can be found on the personal circumstances tab at: <https://tabula.warwick.ac.uk>
https://warwick.ac.uk/fac/sci/wmg/education/degree-apprenticeships/courses/dyson/dyson_undergraduate_programme/study_support/mit_circs_declaration_form via your Course Lead, or from a member of The Dyson Institute team.

The form must be submitted as soon as possible after the mitigating circumstances have occurred and no later than within 24 hours of the deadline of the assessment or within 24 hours of the exam with evidence if you have it. If you do not have the evidence immediately available it should be submitted within five working days of the submission being made.

Email your completed form and evidence (for details of acceptable evidence see section 9.4) to wmgdysonbeng@warwick.ac.uk. It will be treated with confidence and in compliance with Data Protection legislation.

If you are unable to submit your evidence with your claim, it is important that you still submit your claim within the deadline BUT highlight that you are still awaiting evidence and give details as to when it was requested and is expected. Evidence should be submitted within five working days of the submission being made.

Your claim will be forwarded to the Mitigating Circumstances Panel (MCP).

Your claim and evidence will be considered by the MCP which will hold meetings each month, more information, including meeting dates, can be found at:
<https://warwick.ac.uk/fac/sci/wmg/education/undergraduate/studentportal/supportandwellbeing/mitigatingcircumstances>.

This panel will grade your claim, then make a recommendation either to the end-of-year exam board or for further action during the year. This will be communicated to you after the MCP meeting. More information on the grading for claims can be and possible outcomes are detailed in section 9.5.

The outcome of your mitigating circumstances submission should be relayed by WMG within seven days of the relevant Mitigating Circumstances Panel. Although the final result of the mitigating circumstances may not be determined until the end-of-year exam board or even the end-of-final-year exam board as mitigating circumstances can be carried forward.

9.4 Evidence for mitigating circumstances

The following is deemed as acceptable evidence and must accompany your claim or be submitted in accordance with the guidance above:

- Written by an independent qualified practitioner (letters from relatives are not acceptable). It must be dated and written on official notepaper and in English. If it is in another language you must provide a copy of the original note and a certified translation into English. The University may seek verification as to the accuracy of the translation.

- Photocopied or scanned evidence is acceptable.
- It must be written around the time you were experiencing your circumstances in order for the assessment to be made on the impact of your claim. Evidence written sometime after the event will not normally be accepted as it is not possible to evidence the impact of the claim on the individual during the period affected.
- Comprehensive and up-to-date evidence referring to physical or mental health should be obtained normally after an appropriate face to face consultation. Evidence obtained over the phone (unless from a UK GP) or over the internet maybe given with less weight and will be rejected if it has been written sometime after the event.
- If a student has informed the department of mitigating circumstances but they are waiting for evidence and are worried it will not arrive in time, the student **MUST** highlight that they are still awaiting evidence, report when it was requested, when it is likely to arrive and who it will be coming from.
- The University reserves the right to check the legitimacy of any evidence provided. If any submission is found to be fabricated or altered then the student may be investigated under Regulation 23, Student Disciplinary Offences.
<https://warwick.ac.uk/services/gov/calendar/section2/regulations>

9.5 Decisions on mitigating circumstances

The MCP will grade the mitigating circumstances as follows and then give a recommendation as detailed below:

Grading of mitigating circumstances
The claim was rejected.
Weak: (a) 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 (b) 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.
The claim is deemed moderate: Medical or other circumstances where substantial impairment of a student's performance would be expected and is evidenced with some reasonable degree of certainty.
The claim is deemed severe: Severe circumstances which would be highly detrimental to a student's academic performance and is evidenced with a high level of certainty.

Recommendations based on the grading above might be:

- The claim was rejected.
- The mitigating circumstances were considered weak, and/or had little material effect on the student's academic performance.

- Waive or reduce penalties for late submission of assessed work.
- A student who has failed to submit a piece of work for assessment with a credit weighting of three credits or less may have that piece of assessment waived if the Board of Examiners concludes it is not in the student's interest (or it is not possible) to reschedule it. The module mark will be recalculated.
- Allow further re-sit (examination)/re-submit (assessed work) opportunity. This would be as a final attempt so the marks will be capped at the pass mark.
- Allow a further sit (examination)/submit (assessed work) opportunity. This would be as a first attempt.
- Proceed with low credit to the next year of study. With implications clearly communicated.
- Subject to any restrictions imposed by accreditation or professional certification, recommend to award a degree (or other qualification), or award of a higher class of degree than would be merited by the marks returned.
- Recommend to the Academic Registrar that the student should be granted a repeat of the year in full as a final attempt so that the marks are capped at the pass mark and there will be no further attempt to remedy failure. Note this will incur another set of fees.
- Recommend to the Academic Registrar that the student should be granted a repeat of the year in full as a first attempt so that marks will not be capped. Note this will incur fees.

9.6 Requesting an extension

If you can't complete an assignment or a piece of coursework because of unforeseen circumstances, you need to contact the Module Leader straight away and fill out an assignment extension request to ask for an extension. You must do this prior to the assignment deadline.

Requests made after the submission date will not normally be considered. Extension requests can be requested online in Tabula here:

<https://tabula.warwick.ac.uk/> https://warwick.ac.uk/fac/sci/wmg/education/degree-apprenticeships/courses/dyson/dyson_undergraduate_programme/study_support/dyson_assignment_extensions.

Any application for an extension is considered in the same way as claims for mitigating circumstances and needs to be supported by evidence (e.g. a medical note) and should specify the extension time you need. If no evidence is submitted with the request, it's unlikely that it will be authorised.

For information guidance about the evidence requirements for submitting mitigating circumstances or extension requests please see section 9.4 or Mitigating Circumstances: Advice for Students at:

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigating_circumstances/mc_guidance_for_students_final_revised_2_100119.pdf.

Computing, printing difficulties or high workload won't be accepted as a valid reason for a late submission or extension request. You're advised to finish work well before the deadline.

You should receive a decision on your request for an extension from the Director of Studies (with input from the Course Lead) Mitigating Circumstances Panel within THREE WORKING DAYS.

If you haven't been granted an extension and your work is submitted late, your mark will be reduced by 5% for each working day that it's overdue. Assignments received after the deadline, but on the day of submission, will still incur a 5% penalty.

10.0 Concerns

10.1 What is a concern?

A concern is where a student makes comment (in conversation, writing or via social media) on the provision of learning opportunities made available, or for any service that the provider may offer.

10.2 Registering a concern at The Dyson Institute

Here at The Dyson Institute we have a mechanism for dealing with your concerns and feedback and we aim to resolve any suggestions for improvements, queries, or concerns quickly and efficiently.

To raise a concern or resolve a query, speak to a staff member from The Dyson Institute or WMG staff in the first instance.

Alternatively, you can email feedbackdysoninstitute@dyson.com directly if you feel more comfortable. Or, email if you do not feel you have had satisfactory resolution to your query.

This email account is checked every other day by the Regulation team, and the concern is logged and tracked and forwarded to an appropriate member of staff at The Institute or WMG.

They will receive an instruction to respond within five or 10 working days (sometimes more depending on the nature of the concern). Staff are requested to copy the Regulation team into their response.

Once you have received a response you will be contacted to check that you are happy to close the concern or if ongoing action is required.

Please state your issue clearly, how long the issue has been going on, what (if any) steps you have taken to get resolve, any suggested solutions and what you would like to happen.

11.0 Academic appeals

11.1 What is an academic appeal?

A request for a review of a decision of an academic body around a mark, outcome or decision.

You can appeal an outcome on the basis of evidence or procedure, but not on the basis of disagreement with academic judgement.

As a University of Warwick enrolled student you align to the University's Academic Appeals policies and procedures.

11.2 Grounds for appeal

First-year and intermediate undergraduate students have the right to appeal only against a decision that they be required to withdraw from their course of study, and then only if they are in possession of relevant evidence which was not available to the Board of Examiners when its decision was reached and can provide good reason for not having made the Board of Examiners aware of this evidence previously.

If you are still dissatisfied with the outcome of your appeal you can raise an appeal through the Office of the Independent Adjudicator (OIA – <https://www.oiahe.org.uk/>) within 12 months of receiving your Completion of Procedures letter.

11.3 Making an appeal

You are required to complete a form if you wish to appeal. Please read and use the guidance and form available through the link below:

https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/regulation_42_academic_appeal_form_revised_with_privacy_notice_revised_280619_final_wot.docx

The Academic Appeal Form must be submitted to SEMFacultyBoard@warwick.ac.uk within 10 University working days of the date of notification of the decision or result that is the subject of the appeal. Academic Appeal Forms received after this date will be considered only if there are exceptional reasons why you could not comply with the relevant deadlines which must be accompanied by supporting evidence.

This form, which includes contact details for advice on appeal procedures, is available via the link further down this page. Appeals by first-year students are administered by the Faculty Secretariat of the appropriate Faculty Board (please see the appeal form for further details and faculty contacts).

According to University Regulations no other decisions of Boards of Examiners are open to appeal. *Please note the appeal procedures may not be used to challenge the academic judgement of examiners, nor to dispute marks awarded in individual modules or pieces of work.*

The process for considering appeals is set out in University Regulation 42, which is available here:

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

The University of Warwick normally aims to complete the academic appeals process within 80 University working days. If this timeframe is not achievable, you will be informed about a delay at the earliest possible opportunity. If you have been notified that you are required to withdraw

from your course of study, this may mean that even if your appeal is successful, it is unlikely your appeal will be resolved in time for you to continue into the next academic year.

A Completion of Procedures letter will be issued to you when the internal complaints/appeals procedures of the University have been completed. This will set out the issues that were considered in your complaint/appeal and the University's final decision. The Completion of Procedures letter will also explain how you can apply for a review of your complaint/appeal to the Office of the Independent Adjudicator for Higher Education (OIA).

12.0 Complaints

12.1 What is a complaint?

A specific query about an aspect of the student experience. As a University of Warwick enrolled student, you align to the University's complaints policies and procedures.

12.2 Complaints process

If you cannot find resolution for your concern through the Concerns Log at The Dyson Institute, you may wish to submit a complaint through the formal University of Warwick complaints procedure.

Stage 1: Frontline/Local Resolution

You should contact the Course Lead or Dyson Institute Directors about your problem.

You can do this in person, by email, in writing or by phone to register your complaint. WMG request that in the first instance that you contact the Course Leader.

Warwick will then investigate your complaint and you will receive a response typically within 20 University working days.

Stage 2: Formal Departmental Investigation and Resolution

Seek support and advice: Wellbeing Support Services, the Students' Union Advice Centre, and/or your Personal Tutor or Supervisor within your department. In addition to Warwick staff, support can be found with Bob, Matt, Lieha, Ilona or a member of the Regulation team.

Download and complete the Formal Stage 2 Departmental Resolution Complaint form found here: <https://warwick.ac.uk/services/feedbackcomplaints/students/complaints/stage2/>.

Submit your completed Stage 2 Complaint Form, together with any relevant documentation and evidence, via the online Stage 2 Student Complaint Submission Page found here: <https://warwick.ac.uk/services/feedbackcomplaints/students/complaints/stage2/submission/>.

Stage 3: Formal Institutional Review and Final Resolution

Seek support and advice: Wellbeing Support Services, the Students' Union Advice Centre, and/or your Personal Tutor or Supervisor within your department. In addition to Warwick staff, support can be found with Bob, Matt, Lieha, Ilona or a member of the Quality team.

Download and complete the Stage 3 Formal Student Complaints form (Word Document) found here: <https://warwick.ac.uk/services/feedbackcomplaints/students/complaints/stage3/>.

Submit your completed Stage 3 Complaint Form within 10 University working days from the date of receipt of your Stage 2 outcome, together with any relevant documentation and evidence, via the online Stage 3 Formal Institutional Review and Final Resolution Submission page found here:

<https://warwick.ac.uk/services/feedbackcomplaints/students/complaints/stage3/submission/>

Note that you need to be signed in with a University login code in order to allow the forms in Stages 2 and 3 to be submitted. If you have questions about the procedure, cannot access the form or are unable to complete and submit a written complaint please contact studentcomplaints@warwick.ac.uk, or speak to the University of Warwick's Student Complaints Officer on 02476 150445.

13.0 Academic misconduct

13.1 What is academic misconduct?

Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for yourself or an unfair academic advantage for anyone else.

It undermines the standard of your qualification and that of your peers. The Dyson Institute in partnership with the University of Warwick takes academic misconduct very seriously and is defined as any inappropriate activity or behaviour by a student that may give that student or another student an unpermitted academic advantage in assessment.

Types of academic misconduct include:

13.1.1 Plagiarism

Plagiarism is the reproduction, and presentation as one's own, of the words or ideas of another. Plagiarism can also include self-plagiarism – that is repeating one's own, earlier work, without acknowledgement.

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.

Good and accurate referencing in your work is important.

13.1.2 Collusion

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

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 also occurs where there is unauthorised co-operation between a student and another person in the preparation and production of work which is presented as the student's own.

Be careful what you share with your friends.

13.1.3 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 proofreading and this has resulted in changes to the work which go beyond that which is deemed appropriate in 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.

If you are struggling with a deadline or subject matter – talk to someone, there are options available.

Other types of academic misconduct

13.1.4 Ghosting

Where one student produces work for another, regardless of financial gain. Both will be considered guilty of academic misconduct and both will be disciplined.

If a friend asks you to write for them – are you really helping them?

13.1.5 Falsification

Presenting and/or knowingly making use of false or distorted data, evidence, references, citations or results. It includes claiming to have carried out experiments, observations or other forms of research that have not taken place.

The people marking your work will spot anomalies.

13.1.6 Cheating

To seek an unfair advantage in assessment – this might include:

- Seeking extensions or mitigating circumstances under false pretences.
- Copying the work of another student in an exam.
- Communicating during an examination with any person other than an authorised staff member.
- Gaining access to unauthorised material prior to an examination or assessment (i.e. examination papers).
- Taking unauthorised materials into an exam (such as a phone or unauthorised reference materials).
- Making library texts or other necessary materials unavailable to other students.
- Gaining prior knowledge of an assessment.
- Pressuring other students into assisting with assessed work.

You are not just cheating yourself but your peers who have worked hard to get themselves to a standard to pass. If you are struggling, talk to someone.

13.1.7 Personation

Assuming the identity of another student (of The Dyson Institute or from any institution) with the intention of gaining an unfair advantage for that student. This includes a student who allows another to impersonate them to gain an unfair advantage.

Don't risk your friends by having them cheat for you – don't risk your own academic record by impersonating someone else, even if you are just trying to help.

13.2 Process for dealing with academic misconduct – exams

As a registered student of the University of Warwick, the University's policies and processes apply to your academic studies. The information relating to the procedures that have to be carried out in the event of an allegation being made is detailed below, with further guidance to be found through the following link:

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

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/>

If you are in possession of unauthorised materials or are suspected of cheating in an exam you will be required to stay at their desk at the end of their examination and complete a Student Incident Form.

The form will be sent to the Examinations Section and the procedures under Regulation 11 instigated. You will be warned that a report will be made to the Academic Registrar, and be informed that you may make a written statement, to be submitted to the Academic Registrar, before the meeting of an Investigating Committee of the Senate (ICS)

You will be provided with a statement of the allegations made against you by the Academic Registrar them, together with copies of any supporting evidence, at least five days before the meeting of the ICS.

The invigilator's report and your statement, if any, shall be considered by an ICS, whose membership shall be appointed by the Vice-Chancellor and shall be chaired by the Chair of a Faculty Board or the Chair of a Faculty Education Committee (as appropriate). The ICS shall not include any member of the student's department.

The Head(s) of the Department(s) responsible for the module(s) concerned shall present the case and shall have a right to call the invigilators and/or other witnesses to appear before the committee.

If you wish, you have the right to appear before the ICS, and you may invite one other person to attend the committee. The name and status of any person accompanying you must be notified to the chair of the ICS via the Academic Registrar in advance of the meeting. You also have the right to request witnesses to appear before the committee and/or to provide the committee with a written statement prior to its meeting.

If the ICS is NOT satisfied that there is a case of cheating to answer, you shall be informed and the matter shall end there. The chair of the ICS may also take chair's action to dismiss a case prior to any committee meeting if they judge that there is no case to answer.

If the ICS is satisfied that cheating HAS taken place it shall determine the penalty and inform the appropriate Board of Examiners and you accordingly.

You have the right of appeal against either the decision of the ICS or the penalty. Any appeal must be submitted in writing to the Academic Registrar within 10 days of the notification of the ICS's decision to the student. Details of this appeals process can be found here:

[https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/.](https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/)

Cheating suspected by marking examiner

If an examiner who when marking examination scripts suspects that cheating has taken place will need to consult the Head of the Department.

If the Head of Department considers that cheating has occurred according to the definitions set out in the University Regulations, they shall make a full report to the Academic Registrar and shall warn the student that this report has been made.

The Head of Department shall also inform you that you may make a written statement to be submitted to the Academic Registrar before the meeting of the ICS. The procedure as described above will follow.

13.3 Process for dealing with Academic Misconduct – essays, dissertations, reports and other assessed work, not undertaken under examination

As a registered student of the University of Warwick the University's policies and processes apply to your academic studies. The information relating to the procedures that have to be

carried out in the event of an allegation being made is detailed below, with further guidance to be found in through the following link:

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

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/>

Where there is suspicion that you (as a current or former student) have reproduced in an assessment your own work which has previously been submitted or work of another person or persons without proper acknowledgement, the Head of the Department responsible for the module(s) concerned shall be consulted.

If the Head of the Department considers that an academic misconduct offence may have occurred according to the definition set out in the University Regulations, they shall follow one of the following two options, noting that the Senate Examination and Degree Conventions should first be consulted for guidance on whether an allegation should be referred for consideration by an ICS.

Option 1: The Head of Department can exercise discretion to pursue the matter without reference to an ICS, in which case they shall inform you of the allegation and provide the student with reasonable opportunity to make representations on their own behalf, before determining whether an offence has occurred. For details of the potential outcome of this route see section 14.4.

Option 2: The Head of Department makes a full report to the Academic Registrar, thereby invoking the procedures set out in paragraphs below:

Where the alleged offence relates to an assessment which contributed to the previous approval of an academic award or honour to the candidate, the Head of Department shall make a full report to the Academic Registrar, and invokes the procedure set out in paragraphs below.

In all cases where a report has been submitted by the Head of Department to the Academic Registrar, the Head shall warn you that this report has been made, and communicate that you may make a written statement to be submitted to the Academic Registrar before the meeting of an ICS. The Academic Registrar will provide you with a statement of the allegations made, together with copies of any supporting evidence, at least five days before the meeting of the ICS.

The reports shall be considered by an ICS, whose membership shall be appointed by the Vice-Chancellor and shall be chaired by the chair of a Faculty Board or the chair of a Faculty Education Committee. The ICS shall not include any member of the student's department. In considering the case the ICS shall take into account the faculty and/or departmental instructions in relation to assessed work as well as the definitions in relation to cheating set out in University Regulations.

The Head of the Department responsible for the module(s) concerned shall present the case and shall have a right to call witnesses to appear before the committee.

If you wish, you have the right to appear before the ICS, and you may invite one other person to attend the committee. The name and status of any person accompanying you must be notified to the chair of the ICS in advance of the meeting. You also have the right to request any witnesses to appear before the committee and/or to provide the committee with a written statement prior to its meeting.

If the ICS is not satisfied that an offence has taken place, the student shall be informed and the matter shall end there. The chair of the ICS may also take chair's action to dismiss a case prior to any committee meeting if they judge that there is no case to answer.

If the ICS is satisfied that no offence has taken place the case should be referred back to the department for an appropriate mark, to be determined in line with their standard procedures.

If the ICS is satisfied that an offence has taken place it shall:

(a) determine the penalty and inform the secretary of the appropriate Board of Examiners and the student accordingly. See section 14.4.

(b) where the offence relates to an assessment which contributed to the previous approval of an academic award or honour to the candidate, make such recommendations to the Senate (or to the Senate Steering Committee acting on the Senate's behalf) to take such action under University Statutes, Ordinances and Regulations.

You have the right of appeal against either the decision of the ICS or the penalty. Any appeal must be submitted in writing to the Academic Registrar within 10 days of the notification of the ICS's decision to the student. Details of this appeals process can be found here:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/>.

13.4 Penalties relating to academic misconduct

The University and The Dyson Institute takes academic misconduct very seriously and the penalties reflect this.

Penalties for academic misconduct – examinations

The maximum penalty shall not normally exceed a mark of zero in that examination paper, (if appropriate, with or without the opportunity to resit the paper).

In appropriate cases the committee shall have the power to impose a more severe penalty, it being understood that such a penalty would be imposed without prejudice to the provisions of the Disciplinary Regulations. The ICS may refer cases it considers appropriate to the University Discipline Committee, the sanctions available to the Discipline Committee including termination of the student's registration and this would mean termination of your employment at Dyson.

Penalties for academic misconduct – essays, dissertations, reports and other assessed work, not undertaken under examination

Head of Department discretionary route

In the event that it is determined that an offence has occurred, the Head of Department will determine the appropriate penalty, which shall not exceed a mark of zero in the piece of work to which the offence relates (with or without the opportunity to resubmit or undertake a further assessment). Having been informed of the penalty, you may choose either:

(i) to accept the penalty as a final decision in which case a report of the circumstances of the case and level of penalty exacted shall be lodged by the Head with the Secretary of the appropriate Board of Examiners; or

(ii) request, within 10 days of being informed by the Head of Department of the penalty, that the matter is considered by an ICS, thereby invoking procedures above, whereupon the Head shall make a report to the Academic Registrar. In exceptional circumstances the Head of Department may consider a request submitted after 10 days.

ICS route

The maximum penalty shall not normally exceed a mark of zero in which the piece of work is being assessed (with or without the opportunity to resubmit or undertake a further assessment).

In appropriate cases the committee shall have the power to impose a more severe penalty, the penalty would be imposed without prejudice to the provisions of the University Disciplinary Regulations. The ICS may refer cases it considers appropriate to the University Discipline Committee, sanctions available to the Discipline Committee including termination of the student's registration.

For awards that have already been made the ICS will make recommendations to Senate as it may consider appropriate (including that the previous academic award or honour to the candidate should be revoked).

14.0 Leaving The Dyson Institute

14.1 Exit awards

Sometimes things don't go according to plan and you might decide to leave The Dyson Institute earlier than intended. If you have successfully completed a requisite number of credits you will be eligible for an "exit award". A "final award" is the qualification you receive from The University after you have successfully completed all the required credit in your programme of study.

You will earn 90 credits per year as you progress through your degree course. The table below indicates the exit awards offered by The Institute, the minimum requirement for credit at each level for an award at what point in your academic journey you might be eligible to leave.

Exit award – Qualification	FHEQ Level	Total number of credits to be taken	Total minimum credit to be passed	When you might be eligible to receive award (timings are indicative)
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Certificate of Higher Education	4	120	90 credits at Level 4 or above	After term one in year two
Diploma of Higher Education	5	240	180 credits	After term two in year three
Bachelor Degree Ordinary	6	300	90 credits at Level 4 or above 150 credits must be at Level 5 or above 60 credits must be at Level 6	After term one in year four (if all modules have been passed) *You will be eligible to undertake an End Point Assessment for your Level 6 Apprenticeship
FINAL AWARDS				
Bachelor degree with Honours	6	360	60 credits at Level 4 or above 210 credits must be at level 5 or above 90 credits must be at Level 6	End of year four
Level 6 Degree Apprenticeship (Product Design and Development Engineer)	6	300* -360	Completion and successful pass of the End Point Assessment (EPA) conducted by the Institution of Engineering and Technology (IET)	At the end of year four after your results of the degree are confirmed.

<https://warwick.ac.uk/services/aro/dar/quality/az/exitawards>

*You will only be enrolled on the Degree Apprenticeship if you are levy eligible. You will have been informed if you are not eligible.

<https://www.instituteforapprenticeships.org/apprenticeship-standards/product-design-and-development-engineer-degree/>

15.0 Glossary

Term	Explanation
Academic appeals	A request for a review of a decision of an academic body around a mark, outcome or decision.
Academic misconduct	Any action or attempted action that may result in creating an unfair academic advantage for yourself or an unfair academic advantage for anyone else.
Complaints	A specific query about an aspect of the student experience.
Concerns	Where a student makes comment (in conversation, writing or via social media) on the provision of learning opportunities made available, or for any service that the provider may offer.
Credits	Credit is awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level. To achieve a degree, you have to successfully obtain a number of credits to show you have completed enough learning at a particular level of study.
Exit award	A formal award and record of learning from the University of Warwick that acknowledges your level of learning and credit obtained during your time at The Dyson Institute.
Extension	If you can't complete an assignment or a piece of coursework because of unforeseen circumstances, you might need to ask for a formal assignment extension request.
Framework for Higher Education Qualifications	Also known as the FHEQ – sets out the levels of learning for Higher Education. The levels represent the difficulty of the qualification, HE Entry Level 4 being the most basic and Level 8 the most advanced.
Lecture	An educational talk/presentation on a particular theme/topic or subject.
Mitigating circumstances	Exceptional unforeseen short-term circumstances which are outside your control and might adversely affect your studies or ability to complete and exam.
Seminar	Where a topic is discussed with small groups of students.
Trimester	Description for the three terms during the academic year.
Tutorial	Interactive method of teaching, that usually involves problem solving or finishing a specific task.
Workshop	Groups engage in intensive discussion on a particular topic or subject.

16.0 Appendices

16.1 Appendix A: Guide to the EDA (Dyson) Regulations

This guide has been derived from the University Regulations and the University assessment conventions. It is also the case that the requirements of the PSRBs (Professional, Statutory and Regulatory Bodies, such as the IET and IMechE) are taken into account in our progression arrangements.

To the best of our knowledge, the information is correct but if there are any errors or changes, the University Regulations take precedence.

This guide is for those who started the first year of the EDA in/after September 2017.

Overall

The EDA is a BEng Hons degree that consists of 360 credits, previously referred to as CATS (Credit Accumulation Transfer Scheme) taken over four years. There are 90 credits in each year. The 90 credits in year one are all at level 4 and the 90 in year two are at level 5. Each of the 90 credits in years three and four are at level 6.

All taught modules are 15 credits while the project taken in year four is 30 credits

To obtain an Honours degree, participants in the degree must pass all 90 credits at level 4, all 90 credits at level 5 and at least 150 credits at level 6 including the project (see below for further details).

The pass mark is normally 40%.

Year one

All modules in year one are regarded as core and must be passed to progress to year two. Anyone who has not passed all six modules (90 credits) at 40% or more by the time of the exam board in July will be given the next opportunity to resit the failed modules (usually held in the first or second week of September). These resit modules **MUST** be passed if the participant is to progress to the second year of the degree. Unless there are acceptable mitigating circumstances, anyone who has not passed all modules by this stage will normally be required to withdraw and will not be allowed to start the year again.

All resit modules are capped at 40% unless there are mitigating circumstances. The first-year marks do not count towards the final degree.

Year two

All modules in year two are regarded as core and must be passed to progress to year three. Anyone who has not passed all six modules (90 credits) at 40% or more by the time of the exam board in July will be given the next opportunity to resit the failed modules (usually held in the

first or second week of September). These resit modules **MUST** be passed if the participant is to progress to the third year of the degree. Unless there are acceptable mitigating circumstances, anyone who has not passed all modules by this stage will normally be required to withdraw and will not be allowed to start the year again. These participants may be considered for an exit qualification.

All resit modules are capped at 40% unless there are mitigating circumstances. The second-year marks count 20% towards the final degree.

Years three and four

Participants should ideally pass all 10 taught modules at 40% or above across years three and four but **MUST** pass the project if they are to be awarded an Honours degree. However, it is still possible to obtain an Honours degree if the marks for no more than **TWO** of the taught modules (i.e. 30 credits) are between 30% and 39% inclusive.

A third year progress board meets in July to consider the marks of individual participants and recommend resitting of exams for any module where the mark is below 40%. Given that up to two taught modules at level 6 with marks between 30% and 39% inclusive can be condoned and counted towards the Honours degree, a participant may decide not to take this opportunity if only one or two modules taken in year three are in this range. However, this would mean that the number of modules taken in year four that could be condoned would be reduced accordingly. If a participant decided not to resit a module taken in year three, they would **NOT** be able to resit it a year later (i.e. after the final year board of examiners in year four). Participants are therefore strongly recommended to take the opportunity to resit when it is offered.

For modules in years three and four, if a participant has failed a module below 40%, they will be given the opportunity to resit the module. This mark will be capped at 40% but if the module is passed, will be counted towards the number of credits needed for an Honours degree.

A final year board of examiners meets in the July of the fourth year and will make a decision of the final grade based on 20% of the second year average mark and 80% of the combined year three and year four average mark. This decision may include giving individual participants the opportunity to resubmit an assignment or resit the exam of a taught module taken in year four in which case those participants would normally be considered for their degree at the next board the following summer.

Guide to the operation of exam boards and the Mitigating Circumstances Panel.

It is important to understand the processes that the department and university use to make decision on Progression (being allowed to progress from one year to the next) and on final degree classification. It is also important to know how mitigating circumstances (MC) are dealt with.

The processes used are designed to be quite robust and take up quite a bit of time. Students are often frustrated by the time it takes for us to inform them of our decisions. The intention of this note is to explain the process so that students know what is going on and can see why it may seem to take longer than they might expect.

Confidentiality of the process

It is important to understand that the deliberations of exam boards and the Mitigating Circumstances Panel are confidential and it is not permitted for any member to disclose what was discussed during the meeting.

Intermediate years (not final year)

At the end of intermediate exam boards, a decision is taken on whether a student can progress to the next year of study, or be required to withdraw or be required to resit modules that they have failed. At the end of each year, all marks are gathered together and an overall mark for each module is calculated based on the weightings of each component part (coursework and exams). The overall module marks for each module are compiled for each student. This all tends to happen in early July for an exam board that takes place in mid-July.

Before an exam board considers whether to allow a student to progress, a separate panel sits and considers mitigating circumstances.

Mitigating Circumstances Panel

The Mitigating Circumstances Panel considers any evidence that has been submitted throughout the year through the mitigating circumstances portal and makes a classification:

A = Minor and judged to have no effect on performance.

B = Moderate and could have had an effect on performance.

C = Severe and would definitely have affected performance.

(*) = Ongoing MC that should be kept on record for subsequent years.

It then looks at the student's performance and can recommend a number of things based on the MC. It may suggest no action is needed if the MC is classified as an A. Or it may, for example, recommend that a late penalty be waived if a MC has affected a certain assessment.

It can recommend that a resit be taken as a first attempt if the MC was judged to have affected the module or exam as a whole. It is important to understand that neither the MCP, nor the subsequent exam board can change the mark recorded for any module.

Exam boards

The recommendations of the MCP are recorded and passed to the exam board. Exam boards are quite formal and follow a set agenda. An external examiner is present (except for year one exam boards). The progression of each student is decided. The exam board takes into account the MCP recommendations and then makes decisions:

- Proceed to the following year
- Resit module X, Y, Z... as a final attempt
- Resit module U, V, W... as a first attempt (if there are appropriate MC)

There is a further MCP and exam board after any resits where the board can also require a student to withdraw if they have failed a module or modules that have been sat as a final attempt. These resit boards sit around the second week in September, around a week after resits have been sat.

Just to add to the complexity, first year exam boards are a little different. Currently, first year MC and exam boards are run by the faculty rather than the departments. So, the department will have an internal pre-MCP and an internal pre-board and the decisions are passed to the faculty for final decisions to be made at FYBOE (first year boards of examinations). The faculty can overrule a departmental decision. For example, it may decide that the department has been overly lenient or overly harsh on the grading of mitigating circumstances and may make a different recommendation.

Final year exam boards

The same process of MC and exam board occurs for finalists. The only difference is that the exam board makes decisions on final degree classification. The overall (weighted) results are calculated and a final percentage dictates the overall performance. 70% and above results in a 1st class, between 60% and 70% a 2i, etc.

The exam board can look at borderline cases and MC from all years and can decide that a student is awarded a higher classification than the overall result would normally yield if there are MC that merit such a decision. Conventions and guidelines dictate what discretion the exam board has in these cases.

The role of the external examiner

The external examiner is an independent person, from an external organisation who is paid by the university. The external examiner is present at all exam boards apart from first year and resit boards. During the year they are asked to comment on the quality and level of assessments and examinations that are set throughout the year. Prior to exam boards they are also invited to scrutinise how the exams and assessments were marked as well as how the exam boards were run. They often ask to talk to students on the course to get their views on how the course is run. They are members of the exam board and are often asked for their input on decisions. They verbally report back to the board at the end of the process and they are required to write a formal external examiners report at the end of each year when they comment on what is described above as well as make comments on the overall course, its standards, how it compares to national benchmarks. The department makes a formal response to the external examiners report. The report is also scrutinised by the university who may comment and require additional actions.

16.2 Appendix B – examination rules

The University of Warwick regulations regarding conduct and permitted items to be taken into exams can be found here:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs/#10.2>

1. Students are not permitted to enter an examination room until an invigilator has announced that the examination room is open. Students are advised to arrive at the examination room 20 minutes before the published start time of the examination.
2. Students are under examination conditions as soon as they enter the examination room and must not communicate with anyone other than an invigilator.

3. Students must complete and sign the attendance form.
4. Students are permitted only the following items at the examination desk:
 - Student ID card: this should be placed on the top right-hand corner of the examination desk.
 - Writing implements, rulers etc: these should be in a clear pencil case or bag.
 - One clear container of still water: bottles should have the labels removed.
 - Materials specified on the front page of the examination paper; these will have been notified by the module leader prior to the examination.
 - Clear bag for personal, valuable items: such as wallets, purses, keys, mobile phones and electronic storage and retrieval devices. All mobile phones and electronic storage and retrieval devices placed in the bag must be switched off and alarms cancelled. The bag must be sealed and placed under the chair. Items must not be removed from the bag until the examination script has been collected.
 - Clear bag for wrist watches: Wrist watches must be placed in the clear bag and placed on the desk.
 - One bilingual dictionary: Students who are permitted to use a bilingual dictionary must ensure the dictionary is approved and stamped by their department. An invigilator will inspect the dictionary to ensure it has been approved and stamped. Any dictionary not approved and stamped will be removed for the duration of the examination.
 - All other items are considered to be unauthorised materials. Students found in possession of unauthorised materials, either at the examination desk or on their person, will be reported and will face disciplinary proceedings.
5. Students who are in possession of electronic storage or retrieval devices (including smart devices), either at the examination desk or on their person, will be awarded a mark of zero for the examination. This is an absolute penalty and there is no opportunity to appeal the mark of zero.
6. Any item suspected to be a smart device will be inspected by an invigilator and may be confiscated for the duration of the examination.
7. Students may not wear any watch while they are in the examination room. Watches may be placed in the clear bag provided on the exam desk and left visible on the desk.
8. Students who are taking the examination as a first attempt and who have been awarded a mark of zero for possession of an unauthorised digital information, communication, storage and retrieval device will be given the opportunity to resit the examination at the earliest opportunity for a mark capped at the relevant pass mark. Students who are taking the examination as a resit are not eligible to a further resit attempt.
9. Students who are in possession of unauthorised materials or who are suspected of cheating will be required to stay at their desk at the end of their examination and complete a Student Incident Form. This will be sent to the Examinations Section and the procedures under [Regulation 11](#) instigated.

10. Students must not open the examination paper or make notes until the start of the examination has been announced.
11. Students must write rough notes, calculations etc. in the answer book and cross this through to indicate to the marker that it should be disregarded.
12. Students requiring assistance should raise their hand; an invigilator will come to the desk. Students must not leave the examination desk without the permission of an invigilator.
13. Students arriving late for an examination will be permitted to enter the room up to 30 minutes after the start of the examination. No extra time will be allowed to compensate for a student's late arrival.
14. Students may not leave the examination room within the first 30 minutes or last 15 minutes of the examination.
15. During the examination, students may leave the examination room only if escorted by an invigilator. Students who leave the examination unescorted by an invigilator will not be permitted to return to the examination room.
16. Students requiring a toilet break will be escorted by an invigilator. Their answer book will be marked at the point the toilet break is taken. Only one student at a time is permitted a toilet break.
17. Any irregularities of conduct within the examination room will be reported and the invigilator may instruct a student to leave the examination room.
18. When the end of the examination is announced, students should stop writing immediately.
19. All answer books, even if they contain rough work or are blank, should be submitted.
20. Students must stay in their seats until all examination books have been collected and the invigilator has announced students may leave.
21. Students may not remove answer books or examination materials from the examination room.

16.3 Use of calculators in examinations

Use of calculators in examinations where the use of calculators is allowed, suitable models must be:

- Of a size suitable for use on a desk.
- With battery or solar powered.

Calculators must not be adapted to offer any of these facilities:

- Language translators.
- Symbolic algebra manipulation.
- Numerical differentiation or integration.
- Communication with other machines or the internet.
- Have retrievable information stored in them, including databanks, dictionaries, mathematical formulas and text.

The candidate is responsible for the following:

- The calculator's power supply.
- Making sure their calculator meets the requirements set out.

Candidates are advised to use CASIO FX-85 / CASIO FX-83 models of scientific calculator, which comply with the requirements above.