Please read this handbook before starting your studies and refer to it throughout the year.

This handbook is only available online and is intended as a guide for the use of students. It does not replace the full regulations published in the University Calendar. These can be found online at https://warwick.ac.uk/services/gov/calendar/
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Message from Professor CELIA LURY, CENTRE DIRECTOR

Welcome to the Centre for Interdisciplinary Methodologies (CIM). We hope that your period of study will be rewarding, intellectually stimulating and happy, and we are looking forward very much to working with you during your programme of study. Postgraduate students make a very valuable contribution to the life and culture of CIM. We hope we provide an environment in which we can learn from each other’s interests and research.

CIM was established at Warwick in 2012 to foster innovative and experimental forms of knowledge production, through a sustained focus on methodology. We are dedicated to expanding the role of interdisciplinary methods and methodologies through new lines of inquiry that cut across disciplinary boundaries. Method is central to the formation and transformation of knowledge and the challenge of working across and in between disciplines is both exciting and pressing. Our team is drawn from across the disciplines and has expertise in a wide range of areas. The Centre provides a lively and friendly environment for research and graduate study. In addition to the formal programme of study you are following, there is an array of seminars and work in progress groups in the Centre, and more widely across the University, in which we hope you will participate. Your most direct contact with the staff is likely to be with your personal tutor, module tutors and dissertation supervisor, but please feel free to approach any member of staff who may be able to help you with your work. You will find a full list of staff and their research expertise at the back of this booklet.

I look forward to meeting you.

Célia Lury

Professor Celia Lury
Director
INTRODUCTION

Learning at the Centre for Interdisciplinary Methodologies at Warwick is a very special experience with the mix of learning across disciplinary boundaries and with a strong emphasis on methodological thinking. This is both rewarding and also sometimes challenging. To help you to focus on and get the most out of this rich and lively learning experience, this Handbook has been compiled to provide you with essential and useful information to help you navigate the various elements of your studies. It provides basic information aimed to orient you, specific information on your course of study, and more specialised information that you may not need now but might require at some point in the future. If you have any suggestions about material that could be included in this Handbook to help future students, please let us know.

I am excited to meet you and to teach many of you.

Dr Naomi Waltham-Smith
Director of Postgraduate Taught Courses
Covid-19 and safety on and off campus

To help keep you and others safe while Covid-19 remains a threat, the University has provided a wealth of information and advice. This is in line with UK Government and PHE guidance and will be updated regularly. In the meantime, please take a look at the University information that includes guidance on campus safety, testing and vaccination.

ON-CAMPUS TEACHING

Our Masters curriculum is set to be delivered mostly via face-to-face teaching during 22-23. Some large teaching sessions (lectures) will be replaced by pre-recorded videos and other materials, as well as the opportunity to discuss these during livestreamed online Q & A Session. Small-group teaching – seminars, labs and workshops – will be delivered face-to-face on campus.

Teaching Locations on Campus

S room numbers are in the Social Sciences Building.
A room numbers are in Millburn House except A0.05 and A0.23 which are in the A Wing of the Social Sciences Building.
B room numbers are in the B wing of the Social Sciences Building.
C room numbers are in the C wing of the Social Sciences Building.
H room numbers are in the Humanities Building.
L, B and PS room numbers are in the Sciences Building.
LIB1 and LIB2 are in the Central Library.
MS room numbers are in the Maths/Zeeman Building.
OC room numbers are in the Oculus Building.
R room numbers are in the Ramphal Building.
JX room numbers are in the Junction Building.
FAB room numbers are in the Faculty of Arts Building.
MB0.07 and MB0.08 rooms are in the Mathematical Sciences Building.
The University Interactive Campus Map allows you to link to specific rooms and floor plans: http://warwick.ac.uk/maps/interactive/

ORIENTATION

Centre Organisation

CIM currently has approximately twenty members of staff. It runs the MA in Digital and Media Culture, the MSc in Big Data and Digital Futures, and the MAsc in Data Visualisation, all of which are available to full-time and part-time students. The Centre also accepts postgraduate students for the MPhil/PhD in Interdisciplinary Studies on both a full-time and part-time basis.

CIM is located on the ground floor, B block of the Social Sciences building.

Staff

A full staff list is provided later in the handbook. But the colleagues who have special responsibilities in the Graduate Programme are as follows:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Room/Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre Director</td>
<td>Prof Celia Lury</td>
<td>B0.10, 024765 73628</td>
<td><a href="mailto:c.lury@warwick.ac.uk">c.lury@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Director of Postgraduate Taught Studies (PGT)</td>
<td>Dr Naomi Waltham-Smith</td>
<td>B0.05</td>
<td><a href="mailto:Naomi.Waltham-Smith@warwick.ac.uk">Naomi.Waltham-Smith@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Deputy Director of Postgraduate Taught Studies (PGT)</td>
<td>Term 1: Dr Sanjay Sharma</td>
<td>tbc</td>
<td><a href="mailto:Sanjay.Sharma@warwick.ac.uk">Sanjay.Sharma@warwick.ac.uk</a></td>
</tr>
<tr>
<td>MA Digital Media and Culture Convenor</td>
<td>Dr Michael Dieter</td>
<td>B0.17, 024 765 73458</td>
<td><a href="mailto:M.J.Dieter@warwick.ac.uk">M.J.Dieter@warwick.ac.uk</a></td>
</tr>
<tr>
<td>MSc in Big Data &amp; Digital Futures Convenor</td>
<td>Dr Michael Castelle</td>
<td>B0.11, 024761 51758</td>
<td><a href="mailto:M.Castelle.1@warwick.ac.uk">M.Castelle.1@warwick.ac.uk</a></td>
</tr>
<tr>
<td>MASc in Data Visualisation Convenor</td>
<td>Dr Greg McInerny</td>
<td>B0.13</td>
<td><a href="mailto:G.McInerny@warwick.ac.uk">G.McInerny@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Masters Dissertation Convenor</td>
<td>Dr Michael Dieter?</td>
<td>B0.17, 024 765 73458</td>
<td><a href="mailto:M.J.Dieter@warwick.ac.uk">M.J.Dieter@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Senior Tutor</td>
<td>Dr Michael Dieter</td>
<td>B0.17, 024 765 73458</td>
<td><a href="mailto:M.J.Dieter@warwick.ac.uk">M.J.Dieter@warwick.ac.uk</a></td>
</tr>
</tbody>
</table>
Research Software Engineer Team
<table>
<thead>
<tr>
<th>Team Member</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Senior Research Software Engineer | Dr Carlos Camara Menoyo  
Room: B0.03, 024 765 74210  
Email: Carlos.Camara@warwick.ac.uk |
| Research Software Engineer   | Mr Iain Emsley  
Room: B0.03, 024 765 74210  
Email: Iain.Emsley@warwick.ac.uk |

Department Administrator
<table>
<thead>
<tr>
<th>Department Administrator</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Ms Sarah Doughty         | Room: B0.09, 024 761 51758  
Email: Sarah.K.Doughty@warwick.ac.uk |

Postgraduate Programmes Coordinator
<table>
<thead>
<tr>
<th>Postgraduate Programmes Coordinator</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Ms Gheerdhardhini Mohan Kumar       | Room: B0.04, 024 761 22850  
Email: cim@warwick.ac.uk |

Note about Warwick Telephone Numbers: The last five digits of the above telephone numbers are the internal extension numbers. The main external CIM contact number is 024 761 22850 and the main external University contact number is 024 765 23523.

The Centre has a friendly, informal atmosphere and all staff members are here to help you make the most of your time at the University. We strongly encourage you to seek advice and guidance from your module tutors and personal tutors whenever you have a query about any aspect of your course. While short queries can be answered by e-mail, it is often better that longer discussions take place in person.

In the event of an emergency, please contact either Sarah Doughty on 024 761 51758 or Gheerdhardhini Mohan Kumar on 024 765 22850.

Contacting Administrative Staff

1) Gheerdhardhini (Gheerdhu) – Postgraduate Programmes Coordinator – Gheerdhu will be your first point of contact for all administrative queries about your course or CIM procedures during your studies in CIM. Please direct any queries by email wherever possible. Her address is cim@warwick.ac.uk and she will aim to reply within two working days. You can also arrange to meet with Gheerdhu via Microsoft Teams or on campus. She will be available on campus on Tuesdays and Thursdays, during term time between 10:00-12:00 & 14:00-16:00 in her office B0.04 in the Social Sciences Building.

2) Charlotte Peavoy – Administrative Assistant – Charlotte will be able to answer any non-urgent administrative queries in Gheerdhu’s absence. Please direct any queries by email wherever possible (Charlotte.Peavoy@warwick.ac.uk) and she will aim to reply within two working days. Charlotte will be available on campus on Wednesdays, during term time between 10:00-12:00 & 14:00-16:00 in her office B0.04 in the Social Sciences Building.
3) **Sarah Doughty – Centre Administrator** - Please contact Ms Sarah Doughty if you have a query about CIM or University procedures or the Centre in general. She can also deal with urgent programme related queries in Gheerdhu’s absence. Her email is sarah.k.doughty@warwick.ac.uk, and she is also available for meetings via Teams and face-to-face meetings by appointment.

In the event of an emergency, please contact either Sarah Doughty (Centre Administrator) on 024 761 51758 or Gheerdhardhini (Postgraduate Coordinator) on 024 761 22850.

**Contacting Teaching Staff – Office Hours and Appointments**

All CIM teaching staff virtual ‘office hours’ will be made available on the CIM Masters Portal from the start of term (Monday 3 October). These are periods during which you are free to contact them directly via Microsoft Teams or on campus without an appointment. If they are with another student when you call, you can set up an appointment for other times by emailing them – all addresses are available here. Please note that office hours may not be held during the Reading Week of Term 1 and 2; during these periods, staff will aim to answer your email within 72 hours.

If the individual you are seeking is not available, please contact the Postgraduate Programmes Coordinator – Gheerdhu at cim@warwick.ac.uk.

It is essential that we have up-to-date information on your address, phone number and email so that we can contact you at any time. **Please ensure that you inform Student Records at studentrecords@warwick.ac.uk and CIM at cim@warwick.ac.uk of any change to your contact details during your period of registration.**

**Email**

The University provides all students with a University email account and email is used regularly as an official form of communication between staff and students. In the event of a cancelled lecture or appointment we will aim to email your Warwick account or notify you via the MyWarwick App as soon as possible. **Students should check their University email account on a daily basis during term time, and not use non-institutional email addresses for University business.**

Academic and administrative staff can all be contacted by email. Individual addresses can be found through the People pages of the CIM website: [http://www2.warwick.ac.uk/fac/cross_fac/cim/people/](http://www2.warwick.ac.uk/fac/cross_fac/cim/people/)

**Staff-student email policy**

The first point of contact between staff and students is in class or during staff office hours. However, there may be circumstances where a student needs to communicate with a member of staff outside of these times. Email is the preferred method of contact on such occasions. Before contacting a member of staff, please observe the following:
• Please allow 3 University working days for a member of staff to reply to your email. All members of staff will strive to reply to emails within that timeframe. If you do not receive a reply within this period, please send a follow up reminder email. If a further 3 University three working days pass with no response, please notify the convenor of your degree.

• Staff are not expected to check their emails outside of working hours. This means that if a student sends an email at 7:30 pm on a Friday night, the staff member will not be expected to receive your email until 9:00 am on Monday morning (and thus the student can expect a response by 9:00 am Thursday). If you send an email on the weekend or after 5:30 pm during the week, please do not expect an immediate response.

• When addressing a member of staff, please try to communicate clearly and with precision. State the purpose of the email at the beginning and then provide any other necessary information. If you are making a request, or need something, make sure you have communicated this explicitly.

• Before you send your email, make sure it is addressed to the correct member of staff. If you have a question about a module or a piece of assessment, your first point of contact is your seminar or workshop tutor.

• All staff and students are expected to adhere to the Dignity at Warwick guidelines when communicating via email:
  https://warwick.ac.uk/services/equalops/findsupport/dignityatwarwick/

My Warwick
The University has its own app – My Warwick – which can be downloaded onto your smartphone. My Warwick is your window into lots of activities at Warwick, including coursework deadline reminders, timetables and maps, as well as a way for CIM to contact you with important updates and news relating to your course. Please ensure you have downloaded this app if you have a smartphone, and ensure you are familiar with it as soon as possible.

Mail
Postal correspondence should be addressed to the Centre for Interdisciplinary Methodologies, Social Sciences Building, University of Warwick, Coventry CV4 7AL.

Important Websites
1) CIM Master’s Portal – the CIM Masters Portal hosts essential documents in addition to this Handbook, and students are encouraged to visit the Portal regularly https://warwick.ac.uk/fac/cross_fac/cim/current-students/Masters (requires login). We also encourage you to follow CIM on facebook/cimethods and Twitter @cimethods.

2) INSITE - University news can be followed on the intranet at http://www2.warwick.ac.uk/insite/.

3) MOODLE - CIM teaching staff use Moodle as a virtual learning environment. Moodle has various uses, which include the circulation of teaching materials for specific courses. You will be required to use Moodle to access learning materials (e.g. links to reading lists in Tabula
and preparatory work for classes) and you will need to consult Moodle sites for your modules regularly: [http://moodle.warwick.ac.uk/](http://moodle.warwick.ac.uk/)

4) **TABULA - CIM** uses the Tabula system as a virtual administration environment. Tabula will be used for essay and dissertation submissions; marking and publishing of feedback; the recording of personal tutor and dissertation supervisor meetings; seminar grouping (where appropriate); and for recording attendance and monitoring. [http://tabula.warwick.ac.uk](http://tabula.warwick.ac.uk).

**NOTE** - Students should ensure compliance with the University’s Regulations governing the use of University Computing Facilities at [http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/computing/](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/computing/) and the University Email Policy at [http://www2.warwick.ac.uk/services/its/policies/](http://www2.warwick.ac.uk/services/its/policies/)

**Induction**
The first weeks of postgraduate study, especially if you are new to the University, may feel a little disorientating. The University and Centre have developed sessions to introduce and integrate you into your study.

All new CIM students are expected to attend the CIM Welcome Week (26th September to 30th September). For the full programme and other helpful information, please see: [https://warwick.ac.uk/fac/cross_fac/cim/current-students/masters/welcome/](https://warwick.ac.uk/fac/cross_fac/cim/current-students/masters/welcome/)

**Key Contacts**

1) **Centre Director**
Professor Celia Lury is responsible for the overall management of the Centre. Most of the issues you are likely to face can normally be dealt with by your personal tutor, module tutors, the Masters Convenor or the Director of PGT. You should always contact these people in the first instance. Should you need to see Professor Lury, you should make an appointment by email.

2) **Director of Postgraduate Taught Studies (PGT)**
Dr Naomi Waltham-Smith is the Director of PGT. Any academic inquires relating to your programme of study should be directed to her unless they are specific to a particular module or degree and would therefore be more appropriate for the module tutor, module convenor, or course (degree) convenor. **She is responsible for approving requests for temporary suspensions of study, specific extension requests and extensions to registration periods**; we recommend that you consult your personal tutor or the relevant module tutor in the first instance. Dr Waltham-Smith is eager to meet with students and to hear any ideas you have for enhancing your learning experience at CIM. Should you wish to see her, it is best to make an appointment with her via email or to attend her office hours, which can vary week to week due to her duties at Deputy Chair of the Faculty of Social Sciences.
3) **Postgraduate Programmes Coordinator**
Gheerdhardhini (Gheerdhu) is the Postgraduate Programmes Coordinator. Please direct all administrative queries about your course and CIM procedures to her by email wherever possible at cim@warwick.ac.uk and she will aim to reply within two working days.

4) **Centre Administrator**
Sarah Doughty is the Centre Administrator. Sarah can help with administrative queries relating to the day-to-day running of the Centre and who to contact elsewhere in the University. Please contact Sarah if you have a query about CIM or University procedures or the Centre in general. She can also deal with urgent programme related queries in the Postgraduate Programmes Coordinator’s absence. Her email is sarah.k.doughty@warwick.ac.uk, and she is also available for meetings via Teams and face-to-face meetings by appointment.

5) **Research Software Engineer Team**
The CIM Research Software Engineer Team consists of: Dr Carlos Cámara-Menoyo (Senior Research Software Engineer) and Mr Iain Emsley (Research Software Engineer). The role of the Research Software Engineer Team is to train and support students in the use of methodologically innovative tools in their research. As part of some taught modules, our Research Software Engineer Team provides lab assistance and there is dissertation support from them available throughout the summer term.

**Staff-Student Liaison Committee**
The Centre has a **Staff-Student Liaison Committee (SSLC)**, for which the Deputy Director of PGT, Dr Sanjay Sharma, acts as staff liaison. Membership of the Committee is as follows: 3–4 student representatives, reflecting the different programmes, full-time and part-time students, and to include a designated equality, diversity, and inclusion representative; 1–2 research student representatives; the Deputy Director of PGT, the Convenor of each master’s programme, the Senior Tutor, and Library representative.

During our Welcome Week Induction, **CIM will invite interest to stand for positions**. The SSLC meets twice a term and your participation is encouraged. The Committee is chaired by one of the students, elected to the position by their peers. It reports on a twice termly basis to CIM’s Education Committee, and produces an annual report, compiled by the Convenor and the Chair. The annual report is considered by the Faculty and University Boards of Graduate Study. Items for inclusion on the agenda should be emailed in advance to the Convenor and Chair of the SSLC. If you have any questions or concerns about the degree or your programme, do not hesitate to contact one of the SSLC members.

You can consult the University **SSLC Handbook** for a full account of Warwick’s SSLC system. This can be found at http://www.warwicksu.com/sslc/.
FACILITIES AND RESOURCES

Laptop
After you have completed the University enrolment process and collected your University ID card, a laptop will be purchased for you. Once you have enrolled, you will be able to collect your laptop from the CIM offices (B Block, Social Sciences) on Wednesday – 28th September between 12:00 and 14:00. If you are arriving late, kindly contact Gheerdhu (cim@warwick.ac.uk) to arrange a different time to collect the same.

PGT Office Space
The Centre currently has 2 communal offices for use by Masters Students: B0.20 and B0.21. Bookings can be requested on a weekly basis and should be sent to the Administrative Assistant - Charlotte.Peavoy@warwick.ac.uk by the preceding Friday; once your booking has been processed, she will confirm the code required to unlock the door. Staff will conduct spot checks.

The PG Hub
(https://warwick.ac.uk/services/library/pghub/about/postgraduate_hub/)

The Postgraduate (PG) Hub is a peer-led collaborative community space for postgraduates from across Warwick. The space is restricted for postgraduate use only, and may be accessed using your Student card. The PG Hub can be found on the ground floor of Senate House. At PG Hub you can:

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

University Library
Your university ID card will give you access to the Library. The Library has a designated Academic Support Librarian for each academic department; CIM’s Academic Support Librarian is Richard Perkins (http://www2.warwick.ac.uk/services/library/staff/teaching/academic-support-librarians), and he will be invited to attend SSLC meetings. He can provide advice about Library services and resources. These include:

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

You can access the Library website at [http://warwick.ac.uk/library](http://warwick.ac.uk/library) for general information. Subject-specific web pages containing advice on conducting research in your subject area are at [http://www2.warwick.ac.uk/services/library/staff/teaching/academic-support-librarians/](http://www2.warwick.ac.uk/services/library/staff/teaching/academic-support-librarians/)

Richard Perkins will be conducting a Library induction for all CIM students as part of our Welcome Week - Induction Programme on 30th September. It is important to remember that the Library is as much a virtual as a physical institution. The provision of electronic resources – particularly academic journals – is extensive. It is essential that you familiarise yourself with ways of accessing and searching such material, as this is a pivotal part of your studies here.

The University of Warwick is part of the national SCONUL Access scheme, which entitles you to visit and use many other academic libraries in the United Kingdom, including the nearby university libraries at Aston, Birmingham, Birmingham City, and Coventry. To use this free scheme, you need to get a special card, application forms for which are on the Library website or available on request from the Library help points on Floor 1. You’ll find more information on this scheme and opportunities for you to access other research libraries on the Library website.

If you are unable to obtain a source of information from the University of Warwick Library, then you may request it through the document supply scheme. Application forms are available on the ground floor of the library, or can be downloaded from the library’s website. These will need to be signed by your module tutor or supervisor before the library will process them.

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

• [The Learning Grid](#)
• [The Learning Grid Rootes](#)
• [The Learning Grid Leamington](#)
• [The BioMed Grid](#)
• [Wolfson Research Exchange](#)
• [The Postgraduate Hub](#)
• [Modern Records Centre](#)

**IT Services**

IT Services provide the essential resources and support necessary to give all members of the University access to information technology for research, teaching, learning and administration purposes. If you have problems using the facilities or systems provided by IT Services, you can go to the Helpdesk located on the ground floor of the Library building, telephone 024 765 73737 or email [helpdesk@warwick.ac.uk](mailto:helpdesk@warwick.ac.uk).

Every CIM Masters student is entitled to register to use the services provided by IT Services, which can be accessed from anywhere on campus. Information on setting up an account, accessing the network from on and off campus, printing and purchasing computers is available online at
IT Services also produce information on acceptable use of University IT facilities for students and staff: [http://warwick.ac.uk/regulation31](http://warwick.ac.uk/regulation31)

**Warwick Doctoral College**

The Doctoral College at Warwick is responsible for enhancing postgraduate student experience and upholding the high standards of graduate educational provision across the University. The Doctoral College provides support to students to ensure timely progress, academic success and appropriate preparation for careers, and is available as a source of information and support beyond students’ departments.

To meet the needs of the University’s postgraduate students, the Doctoral College:

- works to ensure that postgraduate students are provided with appropriate facilities and take advantage of the wider student experience offered by the University environment, for example the Wolfson Research Exchange and the PG Hub;
- supports and delivers a series of activities and events to provide postgraduates with opportunities for networking and socialising beyond their departments;
- administers student feedback mechanisms, for example, research students’ Annual Reports and the Postgraduate Research and Taught Student Experience Surveys;
- provides information and support to students applying for internal and external bursaries and scholarships;
- offers impartial advice on the University’s regulatory framework;
- Supports the conduct of formal appeals and complaints processes and other investigations.

For information on how the Doctoral College can support you in your studies please visit [https://warwick.ac.uk/services/dc/](https://warwick.ac.uk/services/dc/)

**CIM Skills Programme**

The CIM Skills programme is a co-curricular sequence of training for all students across our PGT programmes that sits alongside the curricular activities for your degree. It is an important part of your learning experience that will enable you to acquire or improve the skills you need to complete your programme successfully and that will also stand you in good stead for the world of work when you graduate.

The programme covers a broad, well-rounded set of study and employability skills, including academic integrity, interdisciplinary reading, persuasive writing, and effective teamwork, plus a variety of useful computational skills and methods, including R, Python, and working with data.

While there are no assessments or credits, you are expected to attend all scheduled on-campus f2f sessions, watch all the videos on the Moodle site, and to complete all preparatory exercises and quizzes under each section so you can put the skills into practice, gain feedback, and learn. A few the activities can be put towards attaining an additional Warwick Award Certificate.
Two initial videos were shared with you alongside module videos as part of the pre-registration materials. A detailed timetable will be available to you via TABULA for the f2f sessions and you will be enrolled in a dedicated Moodle site with further videos and resources.

**Masters Skills Programme**

In addition to CIM’s dedicated co-curricular programme, Warwick offers you the opportunity to participate in the Masters Skills Programme to develop your academic, personal and professional skills whilst at Warwick. This programme includes a range of workshops, events and online resources to help you adjust to postgraduate study, boost your employability and enhance your research skills.

There are plenty of opportunities to meet other students and you can gain recognition for your efforts through the Warwick Award. We strongly encourage you to make use of these opportunities.

Find out more:
Web: [warwick.ac.uk/maskills](http://warwick.ac.uk/maskills) | Email: skills@warwick.ac.uk | Twitter: @warwickskills

**Student Careers and Skills**

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

- Settle into life at Warwick and discover all the University has to offer;
- Understand what’s important to you, what your strengths and career goals are;
- Succeed in your studies and get help with academic writing, revision, note-taking and seminar presentations;
- Recognise and develop transferrable skills employers look for, including communication, leadership, enterprise and team-working;
- Research employers, gain work or volunteering experience and find a job for after graduation, including by searching thousands of employer vacancies.

Each academic department has a dedicated Careers Consultant – CIM’s is Stephanie Redding. In addition, Student Careers has a number of advisors who can provide discipline-specific support and information. This can include, for example, 1:1 advice, and discipline-specific information sessions (e.g. ‘what can I do with my degree?’). You can consult the Careers & Skills website for more information: [http://warwick.ac.uk/careers](http://warwick.ac.uk/careers) or follow them on Twitter: @WarwickCareers

**Students’ Union**

Warwick Students’ Union is one of the largest and most dynamic in the country and is a focal point for many students during their time here. Warwick has a diverse population and being student-led the Union is equipped to meet the full range of student needs. Whether it is in academic representation, skills development or the seven nights a week entertainment programme, the Union will have something for you.
Over 40% of Warwick students are postgraduates and the Union makes sure that postgraduates are fully represented by and within the organisation. The Postgraduate Committee co-ordinates all the Union’s postgraduate work, from social events to campaigns and is supported by the sabbatical Education Officer. It is also affiliated to the National Postgraduate Committee that keeps on top of national postgraduate issues. If you are interested in becoming involved in the Postgraduate Committee then contact the Union for more information: http://www.warwicksu.com/.

Students with Disabilities
The University offers a wide range of support services to students with disabilities and encourages a positive climate of disclosure. Students with disabilities can seek advice and support through the Centre, the Students’ Union, the Health Centre, Disability Services, the Counselling and the Mental Health and Wellbeing teams in Student Support. Further information relating to the University’s provision for students with disabilities can be found at: http://www2.warwick.ac.uk/services/supportservices.

CIM aims to offer support with conditions that affect study and, where possible, make reasonable adjustments. If you have a disability that you wish to declare to the Centre, you can contact Dr Michael Dieter (who is the Centre’s Senior Tutor) via email or by dropping in during office hours.

Language Learning Facilities and In-sessional English Language Classes
The Language Centre provides foreign language learning opportunities for postgraduate students. It is equipped with digital language classrooms and seminar rooms with data projection and electronic whiteboards. You can choose to start learning a new foreign language or brush up your language skills:

i. Academic modules not for credit

The same modules as those available for academic credit as part of Language degrees are also available to students outside these programmes of study. A fee will then apply to these modules. Further information is available from the Centre’s website: http://warwick.ac.uk/languagecentre

ii. Lifelong Language Learning (LLL) Courses

A programme of language courses is available. More information can be found at: http://warwick.ac.uk/languagecentre/lifelonglearning/.

The Language Centre is located on the ground floor of the Humanities Building and can be contacted by email at language.enquiries@warwick.ac.uk.

Warwick Foundation Studies runs In-sessional English Language Classes and online self-study materials if you need help developing your academic English language skills. For more information see the webpage: https://livewarwickac.sharepoint.com/sites/EnglishforAcademicPurposes/SitePages/In-Sessional-English.aspx. Some CIM students may be required to follow in-sessional courses to ensure
that their English language remains at the required level throughout their studies and will be contacted individually at the start of Term 1.

**Advanced Archival Research**
Although the Modern Records Centre is open to the public, if you want special help on advanced archival research, it is best to email first at archives@warwick.ac.uk to arrange a meeting.

**Health and Safety Policy**
1. The Centre for Interdisciplinary Methodologies considers that high standards of health and safety are of vital importance in enabling it to achieve its objectives.
2. The Centre regards compliance with legal requirements as the minimum acceptable health and safety standard.
3. The Centre is committed to updating its arrangements in accordance with the advice of the University Safety Officer to achieve a continual improvement in its standards of health and safety.
4. The Centre Director, Professor Celia Lury, has overall responsibility for health and safety matters. She is assisted by the Centre Administrator, Ms Sarah Doughty, with the monitoring, review and development of health and safety policy.
5. All staff, students and other members of the Centre (including visitors where appropriate) are entitled to a Personal Emergency Evacuation Plan (PEEP). If you believe that you will require evacuation assistance or would like to have an evacuation plan then please contact the Centre Administrator.
6. You can find a current list of First Aid trained staff here: https://warwick.ac.uk/services/healthsafetywellbeing/guidance/first_aid/openingpage/. If it is not possible to contact one of the first aiders in your building or a neighbouring building, please contact Security on ext. 22083.
7. In the event of an emergency please ring 22222 instead of 999. This will alert Campus Security to the emergency, who can then ensure proper access for incoming Emergency Services.
8. The fire alarm is tested every Thursday morning around 8am. If at any other time you hear the alarm ring when you are in the Centre, you should evacuate immediately, in a calm and safe manner, to the assembly point for the Social Sciences Building, which is the loading bay of the Arts Centre.
9. All staff, students and other members of the Centre (including visitors where appropriate) are expected to take a constructive attitude towards issues of health and safety and must:
   a. comply with the appropriate legal requirements as laid down by the publications that make up Safety in the University (SITU Part 1);
   b. take reasonable precautions for their own health and safety and for that of others involved in their activities;
   c. inform the Centre Administrator of any accidents, near misses and work-related ill health;
   d. Inform the Centre Administrator, or designated other, of any situations that you consider could give rise to serious or imminent danger, or fall short of the standards expected.
10. The Centre makes suitable arrangements for health and safety, as far as reasonably practicable.
11. All accidents and reported incidents will be investigated.
12. Information on health and safety is communicated to those working in the Centre via the notice boards located on the ground floor of B block (CIM areas) and in this Handbook.

**Hardship Funds**

Access to Learning Funds are allocated to the University by the UK Government to provide help to UK postgraduate students who have serious financial difficulties. Full- and part-time students paying Home fees, and who have been ordinarily resident in the British Isles for the three years immediately before the start of their studies, are eligible to apply:

http://www.go.warwick.ac.uk/hardshipfunds.

The University also has an International Students’ Emergency Fund, details of which are at https://warwick.ac.uk/services/academicoffice/funding/hardshipfunds/isef/

**Travel Insurance and Overseas Research Trips**

Students and staff travelling abroad on behalf of the University are **automatically covered** by a Business Travel insurance policy. This is **not** a holiday travel insurance policy and provides cover for University-related travel only. If you are planning to spend time abroad for **research** purposes, you must:

a) fill out the “Students Leaving Warwick” form which can be found in the appendix to this Handbook and also on the website and on Moodle

b) Read the University’s Travel Insurance Summary

c) contact the Research Project Officer - Kanishka.Mathiarasan@warwick.ac.uk at least 5 working days before departure with the following details:
   i) Full name
   ii) Reason for travel
   iii) Period of cover
   iv) Destination
   v) Pre-existing medical conditions.

d) Send a copy of any travel insurance documents to your supervisor(s). This will eliminate any confusion over whether you are insured or not when abroad and avoid scenarios where you fall ill abroad and require treatment without any medical insurance in place.

Further information on university travel policies is available and can be found on the web page: http://www2.warwick.ac.uk/services/finance/insurance/keypolicies/traveloverseas. Please also remember that your monitoring and visa conditions may require you to inform the Centre prior to any overseas travel – see Attendance and Monitoring (p. 20) for details.
Car Parking

Car parking may be difficult if you arrive after the early morning although it is usually possible to find spaces in fee-paying car parks. Students who face particular problems should contact University House Reception.
ENGAGEMENT AND MONITORING

Attendance and Engagement

Attendance at all lectures, seminars and labs – whether online or in-person - is compulsory, in line with University Regulation 36: http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress

If you are unable to attend a lecture or seminar, you should inform your seminar tutor or module convenor of the reasons for your non-attendance in advance. If this is not possible, you should inform the seminar tutor or module director as soon as possible after the class. You may do this by email.

In the 2022–23 academic year, teaching for CIM Masters degrees will commence the week beginning Monday 3 October. If you are unable to be on campus by this date, you should notify the Postgraduate Programmes Coordinator – cim@warwick.ac.uk of your anticipated arrival date in the UK. Please note that there is a latest arrival date provided in your CAS before which you are expected to be in the UK.

Monitoring

<table>
<thead>
<tr>
<th>CIM Monitoring Points 2022–23</th>
<th>Full-Time Postgraduate Taught</th>
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<tbody>
<tr>
<td>When</td>
<td>Term 1 (Autumn)</td>
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<tr>
<td>6 points</td>
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</tr>
<tr>
<td>*Meeting with Personal Tutor in Week 1</td>
<td>*Lab or seminar attendance in Weeks 2,4 and 9</td>
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<tr>
<td>*Lab or seminar attendance in Weeks 3,7,10</td>
<td>*Attendance at Dissertation session in week 7</td>
</tr>
<tr>
<td>*Skills session attendance in Weeks 5 and 8</td>
<td>23 August 2022, Wednesday</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tbody>
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*All points are to be satisfied face-to-face

**Should there be an extension or requirement to resubmit their dissertation, the student must continue to have direct contact (as appropriate) with their Dissertation Supervisor before final submission.
PERSONAL TUTORS AND PASTORAL CARE

In line with University Policy, you will be assigned a personal tutor, with whom you will have the opportunity to meet on a regular basis throughout your studies. You will find out who your tutor is during the welcome week, and you will have your first meeting with them in Week 1. If you have any queries or problems, you may discuss these with Dr Michael Dieter, the CIM Senior Tutor or, alternatively, the PGT Director, Dr Naomi Waltham-Smith.

Advice on how to get the most from your relationship with your Personal Tutor is available at https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/

Under the University’s Code of Good Practice, it is expected that a Personal Tutor will:

- Meet students at their request for an individual review of general progress and general well-being;
- Set aside some fixed time or times (of at least one hour each week) when students may drop in;
- Give students advice about their academic progress and general academic advice about courses and options;
- Give students help and advice about non-academic matters as far as it is in their competence to do so, or advise them where further help can be obtained;
- Be sensitive to the need of students to discuss personal matters with members of staff of the same sex as the student, and to make appropriate arrangements for this to happen;
- Advise students of the procedures to be adopted in the event of an emergency;
- Be prepared to act as referee for their students for job and other applications if appropriate;
- Perform all the responsibilities conferred on Personal Tutors in the University Regulations.

In addition, you may approach any member of staff in the Centre to help with pastoral and academic care.

If you feel you have problems that are affecting your ability to work effectively, you may wish to discuss them first with your personal tutor or module tutor. However, pastoral care within the Centre is also backed up by the University’s Counselling Service which is located in Westwood House: http://www2.warwick.ac.uk/services/tutors/counselling/student/.

The Counselling Service also offers help with study skills problems, and with problems arising from conditions such as dyslexia. In addition, they can give you information about the University’s guidelines on sexual and racial harassment.

Here are some useful pastoral/welfare telephone numbers:

Faculty of Social Science Senior Tutor: Dr David Lees
Email: facultyseniortutorsocialscience@warwick.ac.uk

Counselling:
Web: http://www2.warwick.ac.uk/services/counselling
Telephone: 024 7652 3761 (Internal 23761)
Email: counselling@warwick.ac.uk

Disability Services:
Web: http://www2.warwick.ac.uk/services/disability/
Telephone: 024 7615 0641 (Internal 50641)
Email: disability@warwick.ac.uk

Student Support Services:
Web: http://www2.warwick.ac.uk/services/student-support-services/
Telephone: 024 7657 5570 (Internal 75570)
Email: studentsupport@warwick.ac.uk

Students’ Union Advice Centre:
Web: https://www.warwicksu.com/advice/
Telephone: 024 7657 2824 (Internal 72824)
Email: advice@warwicksu.com

Nightline (student-run listening service):
Web (with IM Chat function): https://warwick.nightline.ac.uk/
Telephone: 024 7641 7668 (Internal 22199) (9pm-9am term time)
Email: nightline@warwick.ac.uk.

Chaplaincy:
Web: http://www2.warwick.ac.uk/services/chaplaincy/
Telephone: 024 7652 3519 (Internal 23519)
Email: chaplaincy@warwick.ac.uk

CIM Senior Tutor – Dr Michael Dieter

The duties of a Senior Tutor are as follows:

- To be responsible for the effective operation of the personal tutor system in the Centre;
- To provide support and guidance to students if their personal tutor is unavailable; to provide support and guidance to members of academic staff who are personal tutors;
- In collaboration with the Postgraduate Programmes Coordinator, to assign available academic staff their personal tutees at the start of each academic year, and to inform students if their personal tutor is changed.
• To consult with the Dean of Students and Faculty Senior Tutor about possible changes to the operation of personal tutoring;
• To attend meetings of the Centre’s Mitigating Circumstances Panel;
• To attend all exam boards in the Centre;
• To advise the Director and the Staff Meeting on all pastoral issues.

To discuss any items with CIM’s Senior Tutor, Dr Michael Dieter, you should make an appointment via email or drop in during his Office Hours: M.J.Dieter@warwick.ac.uk

Student Wellbeing & Support and Services

Student Wellbeing & Support Services (https://warwick.ac.uk/services/wss/students/) offer a comprehensive support and welfare service available to help with all kinds of different problems, including personal, health, financial, problems connected with the law and University regulations, problems involving the provision of facilities for students with disabilities, or harassment of any sort. They are also able to advise on, and support students with, Covid-related welfare and personal issues. Students may consult the services of their own accord, or may be referred to them by personal tutors/supervisors. There may be more than one option available to students in difficult situations. Support services available to students through the University comprise the following:

• Student Support (https://warwick.ac.uk/services/wss/students/)
• Personal Tutors System (http://warwick.ac.uk/personaltutors)
• Residential Life Team (http://www2.warwick.ac.uk/services/residentiallife/)
• International Office (http://warwick.ac.uk/services/international)
• Counselling Service (www.warwick.ac.uk/counselling)
• Disability Services (http://warwick.ac.uk/disability)
• Mental Health Team (http://warwick.ac.uk/mentalhealth)
• University Health Centre (http://www.uwhc.org.uk/)
• Chaplaincy (http://warwick.ac.uk/chaplaincy)
• Student Advice Centre (https://www.warwicksu.com/advice)
• Student Funding (http://warwick.ac.uk/services/academicoffice/funding/)
• Community Safety (http://warwick.ac.uk/security)
• Warwick Academic Writing Programme (http://www2.warwick.ac.uk/services/skills/academicwriting/)

Student Support Services, located on the ground floor of University House, can be contacted by telephone on 024 765 75570 or email on studentsupport@warwick.ac.uk

Faculty Senior Tutor

The role of the Faculty Senior Tutor:
• Be responsible, together with the Dean of Students, for the effective operation and development of personal tutoring within their designated Faculty.

• Promote good practice and act as a champion for personal and senior tutoring,

• Provide advice, support and guidance to students if departmental Senior Tutors are unavailable, or otherwise as required.

• Develop and deliver training to departmental Senior and Personal Tutors.

• Contribute to University and Faculty meetings on the operation or development of personal tutoring within their Faculty, including innovations, key issues and showcasing good practice.

When to contact your Faculty Senior Tutor?

The Faculty Senior Tutors are academics from departments outside of their faculty to enable them to offer impartial support. You can contact your Faculty Senior Tutor if you feel your department or other student support services have not been able to offer sufficient support on issues relating to your studies and welfare, or if you have a complaint, or wish to make an appeal and need further guidance.

Faculty of Social Science Senior Tutor: Dr David Lees
Email: facultyseniortutorssocialscience@warwick.ac.uk

Dean of Students Office

Working closely with colleagues across the university, the Dean of Students Office - https://warwick.ac.uk/services/dean-of-students-office/about/ provides strategic leadership for personal tutoring as part of the learning experience, ensuring that practice at Warwick is sector leading and supports both academic outcomes and the wellbeing of students.

• Work with students and staff to promote the academic and pastoral support of students as part of a strong and supportive learning community

• Work with the Faculty Senior tutors, to provide help and advice, training and networking opportunities to Senior Tutors and Personal Tutors.

• Provide opportunities for sharing of practice, networking and development for Directors of Student Experience in University departments.

• Work collaboratively to connect academic departments with student support services and student opportunities offered by the University and Students' Union in support of successful student outcomes.

• Support the work of the Community Values Education Programme to contribute to the development of a stronger campus community.

International Office (Immigration Team)
The International Office supports all EU and international students during their studies at Warwick and is able to assist with immigration advice (a free and confidential service advising on issues including visa extensions, dependant visas, working in the UK during or after study, travel visas, etc.); practical support (bringing family to the UK; Police registration; providing letters to prove student status for visa purposes; banking) and the International Student Experience (orientation and a programme of ongoing induction events; social events and trips for international students and their families; and the opportunity to take part in a HOST visit).

The International Office, located on the first floor of University House, are available for support and may be contacted by telephone on 024 765 23706 or email Internationalsupport@warwick.ac.uk or immigrationservice@warwick.ac.uk.

**Immigration Advice for Students**

Advice on immigration can only be obtained via authorised staff who are deemed to meet the Immigration Services Commissioner’s Code of Standard and Guidance. Students should be directed to the Immigration Team within the International Office (immigrationservice@warwick.ac.uk) or the Students’ Union Advice Centre (advice@warwicksu.com) in the first instance for immigration advice. It is also worth noting that changes in a student’s enrolment status, for instance, temporary withdrawal, can have implications for their ability to hold a visa to remain in the UK and students may wish to seek advice accordingly.

**Counselling Service**

The University Counselling Service provides an opportunity for all students at any level and at any time of study at the University of Warwick to access professional therapeutic counselling so that they may better develop and fulfil their personal, academic and professional potential. There are a wide variety of services, including individual counselling, group sessions, workshops and email counselling.

Students may wish to visit the Counselling Service if they are: suffering from depression; experiencing stress/anxiety; having problems with self/identity; having problems with relationships; having issues from the past or present that may hinder their capacity to function – abuse, self-harm, eating disorders, loss.

The University Counselling Service is located in Westwood House and can be contacted by telephone on 024 765 23761 or email counselling@warwick.ac.uk.

**Disability Services**

Disability Services offer advice, guidance and support to students with Specific Learning Differences/Dyslexia or other, hearing and visual impairments, physical disabilities, mobility difficulties, Asperger’s, unseen/medical conditions, mental health difficulties and any other
impairment or condition that is likely to have an impact on their studies and life at University. The services provided are tailored to the individual and aim at enabling students to manage their support and studies independently.

Students should visit Disability Services to discuss individual support requirements; for advice on the Disabled Student Allowance (DSA); if they think they might be dyslexic or have any other Special Learning Difference; if they require exam arrangements, note taking, mentoring, specialist study skills support etc.; for information about accessible campus accommodation, parking, resources and assistive technology; and for information about external agencies that also provide support.

Disability Services are located on the ground floor of University House and can be contacted by telephone on 024 761 50641 or email disability@warwick.ac.uk.

Mental Health Team

The University Mental Health Team provides advice, information and support as to facilitate academic work and participation in University life. Their main aims are to promote mental health and wellbeing throughout the University; to identify support needs; to discuss strategies for managing mental health difficulties; to provide short-term or ongoing support, which may include mental health mentoring for students in receipt of Disabled Students Allowances; to provide information and if needed, access to other services within the University and local mental health services.

Students should contact the Mental Health Team if they are struggling to manage a mental health difficulty; if they, or other people, have become concerned about their mental health recently; and if they would like to discuss strategies which may help them to cope with university life.

The University Mental Health Team is located on the ground floor of University House and can be contacted by telephone on 024 761 50226/51629 or email mentalhealth@warwick.ac.uk.

University Health Centre

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

The Health Centre provides primary health care GP services to registered patients; two medical practices with both male and female doctors; nurse practitioners and Practice Nurses; sexual health clinics; travel clinics and immunisation facilities; physiotherapy sessions.

Students should visit the Health Centre if they require a consultation with a doctor or nurse; an emergency appointment; emergency contraception; vaccinations or advice on vaccinations;
sickness certification. Students living off-campus, who are not able to register with the health centre, can locate your nearest GP by visiting www.nhs.uk

The University Health Centre is located on Health Centre Road and can be contacted by telephone on 024 765 24888. Their website is http://www.uwhc.org.uk/.

Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for Christian, Jewish and Muslim prayer and worship. It is a focal point for different faith groups and student societies and offers a safe, supportive space at the centre of campus where people can ‘learn to live well together’. Students of all faiths and none can come and find a friendly place to chat and eat. A chapel, three kitchens, meeting rooms and an Islamic prayer hall make the Chaplaincy an inclusive, spiritual and social space that welcomes the whole University community.

Students can visit the Chaplaincy with personal issues – stress, debt, relationships, loneliness; vocational issues; theological issues; enquiries about using the Chaplaincy for religious and social functions.

The Chaplaincy is located by the Arts Centre and can be contacted by telephone on 024 765 23519 or email chaplaincy@warwick.ac.uk.

Student Funding

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

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

The Student Funding team is located on the ground floor of Senate House and can be contacted by telephone on 024 761 50096 or email studentfunding@warwick.ac.uk.

Community Safety
The Community Safety department is a team of individuals dedicated to protecting the safety and security of everyone who lives, works and studies at the University. We have an on-Campus presence 24 hours a day, 365 days a year to provide pastoral support to everyone within our community.

Telephone Numbers

1) 24-hour Control Centre
   (general enquiries)
   Internal extension: x22083
   External line: 024 7652 2083

2) Emergency
   (fire, police, ambulance)
   Internal extension: x22222
   External line: 024 7652 2222

3) Police (non-emergency) - 101 (press option for either Warwickshire or West Midlands Police, when prompted)

Note: All calls requiring an external emergency service on campus should be made through the Control Centre on the emergency number. This enables the emergency services to get help to you faster because we will escort them to the scene quickly.

Email - General Enquiry: Community.Safety@warwick.ac.uk

Students’ Union Advice Centre

The Students’ Union Advice Centre (http://www.warwicksu.com/advice/) is an independent Warwick Students’ Union-run service for all students. It offers free, confidential, non-judgemental advice and support on a whole range of issues.

Students can contact the Advice Centre if they have academic problems and difficulties with, for example, exams, change of course, academic appeals and complaints; have a housing problem with their accommodation on or off campus; have immigrations problems such as entry clearance, family members and working in the UK; have money or legal difficulties, or are simply not sure who to talk to or where to get help.

The Advice Centre is on the second floor of SU HQ next to the lift. It will see students usually by appointment or can be reached by telephone on 024 765 72824 or email advice@warwicksu.com
MITIGATION

There are several types of mitigation available, including extensions, mitigating circumstances, and reasonable adjustments. See Extension Requests, Suspension of Study, and Students with Disabilities below, and also the FAQs on Mitigation at:

https://warwick.ac.uk/fac/cross_fac/cim/current-students/masters/cim_mitigation_guide_nws_september_2022.docx

Information on University policies can be found at:

Mitigating Circumstances
Mitigating Circumstances are unforeseen personal circumstances which have a significant negative impact on your ability to study in preparation for and/or successfully complete, summative assessment tasks such as essays, reports, or oral presentations. They are circumstances which are not mitigated or sufficiently mitigated via other routes, such as extension requests or reasonable adjustments. If you want any such events or circumstances to be considered by the relevant Board of Examiners you are required to communicate formally (normally in writing) to us about them. Except in exceptional circumstances where there are justifiable reasons, supporting independent third-party evidence is required. While we recognise that cultural attitudes to the disclosure of personal information vary, we would encourage you to fully disclose all matters you wish to have taken into consideration by the Board of Examiners.

Students are strongly encouraged to make their Personal Tutor aware of any such circumstances as they arise, or as soon as possible thereafter, so that appropriate support can be provided. All such disclosures will be treated in the strictest confidence.

Submission of Mitigating Circumstances

If you think you do have an eligible Mitigating Circumstance, you should complete and submit a Declaration Form via Tabula at https://tabula.warwick.ac.uk/mitcircs/

Forms should be submitted either as the circumstance arises or as soon as possible thereafter, along with appropriate supporting documentation. Unlike extension requests, they do not need to be submitted prior to submission deadlines, though you should still submit them as soon as possible. You will also have the opportunity to submit a form by a deadline set about two weeks prior to CIM’s two Exam Board meetings, in June and November respectively. This form will grant a small number of the Board members (PGT Director, Deputy PGT Director, HOD, Senior Tutor, Centre Administrator) permission to review your circumstances in relation to your academic performance to date and make recommendations. These recommendations can include the right to resubmit a failed assignment or waive penalties for late submission and can result in reclassification of your final award (see below). If students have not already submitted appropriate third-party evidence for the problems they declare on the form, they will be asked to do so by a deadline. Please note
that medical certificates submitted as evidence of mitigating circumstances MUST be supplied at the time of the illness and CANNOT be applied retrospectively.

Please note that Mitigating Circumstances can never result directly in the changing of marks for individual modules or assessments; however, they may affect your overall degree classification, or be used to waive penalties applied to assessed work, or to approve exceptional resubmissions.

**Deadlines for submitting Mitigating Circumstances Declarations for the year 22-23** - Kindly ensure you submit the declaration within 20 university working days of the affected assessment(s)/exam(s) deadline or the below deadlines whichever is the earliest.

1) Term 1 – 2nd February – Thursday, 12 noon GMT  
2) Term 2 – 1st June 2023, – Thursday, 12 noon BST (June Exam Board)  
3) Term 3 - 19th October 2023 – Thursday, 12 noon BST (November Exam Board)

CIM’s Mitigating Circumstances policy will be explained in detail at the Student Wellbeing Session during Welcome Week.

For acute mitigation known about prior to submission deadline, see the section on Extension Requests under Assessment.

**COURSE INFORMATION**

**Remote Engagement**

Due to the successful experiment with elements of online learning during the Covid pandemic, the University’s teaching model now includes some blended learning, whether mini-lecture videos or online activities ahead of seminars, where it enhances teaching and learning. This means that some of your lectures and supporting Q & A sessions for some modules will be delivered via Microsoft Teams and Moodle, with more face-to-face time devoted to small group teaching in seminars, labs, and workshops.

Your module tutors and course convenors will be able to support you with the pedagogical aspects of your online learning, eg how to engage effectively with livestreamed sessions, how to incorporate what you derive from them, and materials provided beforehand into your work, and how to present group work online.

As many CIM modules feature online components, such as pre-recorded lecture materials - available via Moodle - followed by online Q&A sessions delivered via MS Teams. Please refer to the guidance below to ensure you make the most of your online learning experience.

- Course: [Warwick Online Learning Fundamentals (22/23)]
- [MS Teams Student Guidance]

**COURSE STRUCTURE – MA IN DIGITAL MEDIA & CULTURE**
To be awarded a Masters you must take modules worth 180 CATS: please see https://www2.warwick.ac.uk/services/arodarqualitycategories/courseapproval/credit/ for an explanation of the Credit Accumulation Transfer Scheme. You must study the two core modules at 30 CATs each and a dissertation (60 CATS). You will need to choose your option modules worth a total of 60 CATS (for example, 30+30 CATs or 20+20+20 CATs) qualify for the award of MA. You will be asked to confirm your optional module choices ahead of the welcome week.

In addition to the two core modules you must take at least 40 CATS of the remaining 60 CATS from modules offered by CIM (listed here) and can choose the remaining ones from CIM or other departments. If you'd like to take an option module from another department, you need to seek advice from your personal tutor and /or the module convenor. Please be advised that you will need to contact the external department directly to request a place on their module and deadlines for requesting a place may differ by department.

Options for the entire year need to be chosen before the welcome week. Occasionally, and with the approval of your personal tutor, it is possible to change option modules during the first week of the term in which the module is running. The CIM PG Coordinator will be able to support you with any in-year module transfers.

CIM module online content is available via Moodle and can be accessed via the CIM Masters Portal https://warwick.ac.uk/fac/cross_fac/cim/current-students/masters

**COURSE STRUCTURE – MSC IN BIG DATA AND DIGITAL FUTURES**

To be awarded a Masters you must take modules worth 180 CATS: please see https://www2.warwick.ac.uk/services/arodarqualitycategories/courseapproval/credit/ for an explanation of the Credit Accumulation Transfer Scheme. You must study the three core modules at 20 CATs each and a dissertation (60 CATS). You will need to choose your option modules (for example, 30+30 CATs or 20+20+20 CATs) to acquire a minimum of 60 CATS to qualify for the MSc. You will be asked to confirm your optional module choices ahead of the welcome week.

In addition to the three core modules, you must take at least 40 CATS of the remaining 60 CATS from courses offered by CIM (listed here) and can choose the remaining ones from CIM or other departments. If you'd like to take an option module from another department, you need to seek advice from your personal tutor and /or the module convenor. Please be advised that you will need to contact the external department directly to request a place on their module and deadlines for requesting a place may differ by department.

Options for the entire year need to be chosen before Welcome Week. Occasionally, and with the approval of your personal tutor, it is possible to change option modules during the first week of the term in which the module is running. The CIM PG Coordinator will be able to support you with any in-year module transfers.

CIM online module content online is available via Moodle and can be accessed via the CIM Masters Portal https://warwick.ac.uk/fac/cross_fac/cim/current-students/masters
COURSE STRUCTURE MASC IN DATA VISUALISATION

To be awarded a Masters you must take modules worth 180 CATS: please see https://www2.warwick.ac.uk/services/aro/dar/quality/categories/courseapproval/credit/ for an explanation of the Credit Accumulation Transfer Scheme. You must study 1 core module at 30 CATs and 2 core modules at 20 or 30 CATs each and a final practical project at 60 CATS. Based on the CAT weightings you choose for your core modules in Term 2, your total core modules will add up to 130 or 140 or 150 CATs. You then need to choose option modules worth 50 or 40 or 30 CATs to take the 180 CATs required for your master’s degree. For example, you can take 1* 20-CAT + 1*30 CATs, 2*15 + 1*20 CATs options etc., where available. You will be asked to confirm your optional module choices ahead of the welcome week.

In addition to the three core modules, you must take at least 15 CATS from courses offered by CIM (listed here) and can choose the remaining ones from CIM or other departments. If you’d like to take an option module from another department, you need to seek advice from your personal tutor and/or the module convenor. Please be advised that you will need to contact the external department directly to request a place on their module and deadlines for requesting a place may differ by department.

Options for the entire year need to be chosen before Welcome Week. Occasionally, and with the approval of your personal tutor, it is possible to change option modules during the first week of the term in which the module is running. The CIM PG Coordinator will be able to support you with any in-year module transfers.

CIM online module content is available via Moodle and can be accessed via the CIM Masters Portal

Auditing Courses

Auditing a module means that you sit in on the classes, but the class does not count towards your final credit. Auditing a class normally does not entail any written work for assessment, but it does require preparation for participation in class. You will need the permission of both the PGT Director and the module tutor in order to audit the module. The module convenor may have some further conditions regarding your auditing of the course (around participation and attendance for example). Students are not normally permitted to audit more than one module per term. Auditing a module will depend on availability and room capacity, therefore kindly contact the module convenor directly in the first instance if you are interested.
Part-time Study
Students following a master’s course on a part-time basis complete the course over two years. The order in which courses are followed is agreed following discussions with the master’s Convenor and the Director of PGT. Typically, part time students will study the core options in their first year, and then focus on optional modules and the dissertation in their second year.

The Role of the Module Tutor
Module Tutors help you to define or develop topics for coursework. You may consult them at any stage. However, tutors will expect you to originate topics and ideas yourself through reading and participation in classes, and to take the initiative in identifying and locating relevant source materials. Teaching Fellows are also available for queries regarding the modules in which they are assisting. It is the Centre’s policy that Module Tutors do not read and comment upon written full-length drafts of assessed essays but may comment on plans and preliminary drafts.

Module Reviews
You will be asked to participate in mid-module and end-of-module reviews via Moodle. All feedback will be completely anonymous.

Your comments on the content and teaching of the modules you have taken are extremely valuable to us. The Module Tutors deliver summary reports of the feedback received to CIM’s Academic Staff Meeting, where any required action is considered. Your feedback is important to the Centre, as it enables us to improve the course for you and for students in years to come.

Dissertation (IM906) & Final Practical Project (IM945 for MASc students)
As part of your degree, you are required to write a dissertation of approximately 10,000 words or the final practical project for 5000 words (MASc students only). The topic may concern any aspect of the subject matter of their programme. Students will be given a number of seminars to help prepare for this, beginning in the Spring term. Students will also be assigned a supervisor, who will offer feedback and advice during the preparation of the dissertation/project. Further information about the dissertation/project is available on the Moodle pages.

Ethics in research
The University requires consideration of the ethical implications of the students’ research. In some cases, there will be no ethical implications of your research, but in cases where it involves human participants, the data of living people or human tissue, prior approval is required. Students whose dissertation projects are identified as having ethical implications will be asked to complete an Ethics Approval Form and submit it to their supervisor.

Consent Forms
Participant Information Forms
Students conducting interviews or collecting personal data from identifiable individuals as part of their dissertation research should ask the people involved to complete a Participant Information Form.

Dissertation and Project Titles
All dissertation titles need to be negotiated with your Dissertation Supervisor. Before settling on a title, you should consult carefully with your Supervisor and conduct a preliminary library search for source materials.

**Structure of Essays, Dissertation and Projects**

Your essay should be structured into sections, including an introduction and a conclusion. If the material warrants, a section may be divided into subsections. All sections should be clearly headed—use bold, underlining or italics for this purpose. This will make it easier for the reader to identify the main components of your argument.

**Evidence**

You are expected to take the initiative in locating research resources, and each essay is expected to include a substantial proportion of independent research. Essays and dissertations at postgraduate level are based on a variety of materials, including peer-reviewed journal articles, academic books, the daily and specialised press, online sources, and other relevant secondary literature.

Module reading lists provide a starting point for your research, but you are expected also to explore independently. Do not expect books to be available on every topic. Journal articles have many advantages over monographs. They are more specialised, shorter and generally more concise; they are easily located using various searchable databases; you can also locate them by browsing in the library; and they often provide commentary on contemporary debates or findings more promptly than books. Most of the journals you will consult during your programme of study are available in full text form electronically from the library website. Be sure to familiarise yourself with this facility.

NB: Using the work of others without accurate and appropriate acknowledgement is academic misconduct (see Academic Integrity and Misconduct section in this Handbook). Heavy reliance on a very limited range of acknowledged sources does not constitute plagiarism but may be considered poor scholarship and will be marked accordingly, which might mean a failure.

**How Many Sources?**

There is no simple answer to the question how many sources should be cited or listed in the bibliography of a written assignment. It depends on the nature of the inquiry and the length of the assignment. More would be expected of a dissertation where there is a long period of reading and preparation than in an essay. Demonstrating relevance and showing that you have made use of the sources are key assessment criteria. In addition, you must give full source details of material that you engage with.

**ASSESSMENT**

**Core Modules**

Your core modules are assessed using a wide variety of methods. The Module Tutors will provide you with information on the assessment methods during Welcome Week and will post more detailed information on the module’s Moodle page. If you are writing essays, they should demonstrate an understanding of the main approaches to analysing a given topic, a discussion of
their relative merits, a familiarity with the basic relevant empirical material and a reasoned conclusion of your own.

Please note that it is **not** acceptable to submit identical or very similar titles for assessment in different modules, either within CIM or in other departments. There should be no significant overlap or duplication of material between different essays or between essays and the dissertation. This constitutes self-plagiarism – see below for further information on plagiarism.

**Submission of Assessed Work and Deadlines**

It is a university regulation that students are individually responsible for managing their study and undertaking all assessments in the format and at the time specified. It is therefore important that you make every effort to read the instructions about assessment and related information on Tabula.

**All summative assessment deadlines for 2022/23 will be available via the Tabula system [http://tabula.warwick.ac.uk](http://tabula.warwick.ac.uk) from early October onwards.** They will also be published on Moodle. **You must submit by 12noon on the required dates, or you will incur a 5-point penalty for late submission.** You should always keep an electronic copy for yourself.

If you have formative assessment as part of your module but the formative assessment does not feature in Tabula, your module tutor will be able to advise you of the deadline.

Your name should not feature in any part of submitted assessed work – you should identify yourself by your student ID number alone.

**PENALTIES**

**Penalties for Late Submission of Assessed Work**

Late submission means receipt of work after the published deadline or outside of an authorised extension. Penalties for late submission of coursework are heavy, unless formal permission for an extension has been obtained in advance. Please bear in mind that these penalties are agreed at University level. CIM does not have the authority to vary them.

For all summative assessments, the University requires us to impose a **penalty of 5 marks per 24 hours late.** On assessments submitted after the specified deadline; for example, an essay submitted three days late will be deducted 15 marks. Note also that the penalties will be incurred from the deadline. Thus, when a deadline is specified at 12 noon, an assignment handed in the same day but at 12.01pm or later will incur a 5-mark penalty. An essay arriving at 12.01pm the day after will receive a 10-mark deduction and so on. No changes can be made to an assignment after the deadline has passed. It is therefore obviously important that you organise your time and are aware of the deadlines set for submission. You can find all summative assessment deadlines on Tabula: [http://tabula.warwick.ac.uk](http://tabula.warwick.ac.uk) and on Moodle. If you have any queries regarding deadlines, please contact the PG Coordinator or the module convenor for the course as soon as possible. Computer/Laptop, Internet problems and Time Zone issues are not considered while applying the penalties.
Penalties for Excess Length
Assessed essays and the dissertation must remain within the prescribed length. Word counts do not include the abstract, footnotes/endnotes or bibliography.

A maximum word-length is enforced by the University Regulations. All assessed work submitted for a master’s degree must conform to the word-lengths given in this Handbook and published elsewhere. Tabula will prompt you to provide a word count of your coursework and dissertation on submission. If your essay is judged to be over-length, the Examination Board for Taught master’s degrees is allowed to impose penalties. Any piece of assessed work that exceeds the word limit by more than 10 per cent (bibliography, footnotes, tables and appendices excluded) may be penalised. One mark will be deducted for every 1% increment that exceeds this limit. There is no minimum word limit. Submissions will be assessed against the marking criteria and falling significantly short of the word limit may impact on the ability to meet these criteria.

Extension Requests for Assessed Work
Timely submission of essays is a requirement for Masters level academic work. Writing to a deadline is a key skill of academic work and we encourage you to plan carefully, especially when you have multiple deadlines.

In certain circumstances, however, we do recognize that students may need to request an extension and we have a formal procedure for application. Applications for extension must be in advance of the deadline (ideally no less than a week) via Tabula. If you do not allow enough time for a decision to be made, a late penalty could be incurred despite the request having been made. This is entirely at your own risk and it is your responsibility to manage your time accordingly. If there are mitigating circumstances why you were unable to submit the request in time, you may explain this as part of that mitigating circumstances submission. It is not possible to apply for an extension after the deadline has passed.

There are two kinds of extension available: a self-certification extension (SCE) or a specific extension (SE).

You have an allowance of two self-certification extensions (SCE) per year for use in eligible assessments with deadlines up to the end of July. These are granted automatically without the need for either supporting evidence or academic judgment. They are designed to provide mitigation for minor issues such as minor illness, family emergency, caring responsibilities, or other personal circumstances, but you are not required to supply a reason. Most assessments at CIM are eligible with the exception of group projects and time-sensitive pieces of work such as presentations, and module convenors will notify of you of any ineligible assessments. Note, however, that the dissertation falls due after the latest date, but it will still be possible to apply for a specific extension.

You should request SCEs through the self-certification portal under the Personal Circumstances tab in Tabula, which will keep track of much of your annual self-certification allowance you have used. You will automatically be granted a 5-working day extension for all eligible assessments whose due dates fall within a 5-working day window from the date you make the request. The University’s policy on self-certification can be found here:

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/mitigating-circumstances-covid-19/staff-faqs/self-certification

Specific extensions (SE) can be for any requested length of more or less than 5 working days and are determined by academic judgment. Independent supporting evidence will usually be required,
although these requirements may be relaxed at the department’s discretion in view of the particular circumstances and the fact that it may be more difficult to obtain such evidence during and if there are Covid-19 restrictions.

You should request a specific extension via the relevant portal under the Personal Circumstances tab in Tabula system. This will be forwarded to the PGT Director or Senior Tutor for consideration. You will receive a response to your request within three working days via the system. Each case will be treated individually and in confidence. If your request for an extension is related to a medical condition, we require you to provide an original signed medical certificate (if necessary, CIM may ask for a translation into English). You will need to upload this to Tabula along with your request.

Please note that neither computer problems nor transport problems are grounds for an extension. Make sure you regularly save and back up your work. On no account leave preparation of the final copy until the last minute when a printer or server malfunction could thwart you.

Further information on extensions in available in the Mitigation FAQs:
https://warwick.ac.uk/fac/cross_fac/cim/current-students/masters/faqs/

Resubmission
If you fail one coursework component you may still pass the module overall depending on the weighting of the failed component and the mark of your second component. If, however, you do not pass the module overall, you will have the automatic right to remedy failure on one occasion. The Centre will confirm any deadline should you be required to resubmit an assignment to pass a module overall.

Please note that under the University regulations, resubmissions of assessed work will normally be capped at 50% unless there are approved mitigating circumstances.

CIM’s PGT Resubmission and Remedy of Failure policy can be found here at:
https://warwick.ac.uk/fac/cross_fac/cim/current-students/masters/cim_resubmission_and_remedy_of_failure_policy_nws_update_july_2022.docx

More information on resubmission can be found on the University website:
https://warwick.ac.uk/services/arodarquality/categories/examinations/policies/remedyingfailure/

PROGRESS ON TAUGHT MASTERS COURSES
In accordance with University Regulations, all assessed coursework will be returned to you with feedback and a provisional mark agreed by two internal examiners within twenty working days of submission (excluding Dissertation). The mark is provisional at this stage, as your coursework will not have been seen by the External Examiner, nor confirmed by the Examination Board. You can also request oral feedback from tutors and markers on your performance and progress. You should make individual arrangements with them to receive this.

Marking, Feedback and Exam Conventions
The Masters programmes in CIM operate to international standards. We operate a rigorous assessment procedure. All coursework is marked by a module tutor wherever possible and subject
to a rigorous moderation process. A representative sample is then reviewed by an External Examiner.

Following the internal moderation process, all marks are provisional, pending approval by an External Examiner. The External Examiner’s role is to review and validate the marking and moderation process. All marks are finalised following the External Examiner's review and final approval from the Exam Board.

When your feedback is available it will be published and available to download via the Tabula system: http://tabula.warwick.ac.uk.

Marking Criteria

Several grade thresholds apply in taught postgraduate programmes in CIM. The pass mark is 50% and applies to Master’s, Postgraduate Diploma and Postgraduate Certificate qualifications. For the purposes of award classification (Master’s, Postgraduate Diploma and Postgraduate Certificate), any grade of 70% or above is a Distinction, any grade between 60% and 69.9% (inclusive) is a Merit, and any mark between 50% and 59.9% (inclusive) is a Pass. To obtain a Postgraduate Certificate, you need to pass (at a mark of 50% or above) whole modules which total at least 60 credits and pass all core modules; to obtain a Postgraduate Diploma, you need to pass (at a pass mark of 50% or above) whole modules which total at least 120 credits, and pass all core modules. Where dissertations have not met the required standard, candidates may be asked by the final Exam Board to resubmit within a specified time limit.

The following tables give the general criteria underpinning different bands of marks. Please note that for specific modules, certain assessment tasks may have specialized criteria that differ from those listed below. Every module will indicate and describe in sufficient detail the relevant criteria that will be applied to every assessment task.

If you have any questions or concerns about grading frameworks and criteria, please consult the module coordinator for clarification.

<table>
<thead>
<tr>
<th>90-100%</th>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>Superb use of exhaustive range of sources, including willingness to access original primary sources and where relevant evidence of archival work.</td>
<td>Superb answer to question approaching level necessary for professional academic publication. Demonstrates masterful facility with use of methodologies and theories and applies these in innovative ways to gain new analytical insights.</td>
<td>Superb highly original personal perspective on the problems in the question. Ability to innovate theoretically, and to overturn existing scholarly assumptions, and to contribute authoritatively to current high-level academic debates. Offering new interpretations of empirical evidence.</td>
<td>Superb structure, progression and pace. Prose and style appropriate for professional publication. Faultless referencing and bibliography as expected in professional publication.</td>
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<tr>
<td>80-89%</td>
<td>Comprehension</td>
<td>Analysis</td>
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<td>Outstanding use of comprehensive range of relevant sources, worthy of noting for reference purposes.</td>
<td>Outstanding answer to question approaching level equivalent to preparation for doctoral work. Demonstrates impressive facility with use of methodologies and theories and applies these consistently to gain additional analytical insights.</td>
<td>Outstanding original personal perspective on the problems in the question. Ability to challenge existing scholarly assumptions.</td>
<td>Outstanding structure, progression and pace. Prose and style near equivalent to doctoral level work. Excellent referencing and bibliography.</td>
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<th>70-79%</th>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
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<tr>
<td>Excellent use of wide range of relevant sources, well understood and fully appreciated.</td>
<td>Excellent answer to question. Locates suitable concepts and makes comprehensive assessment of issues involved. Understands the relevant theories and applies them to answering the question.</td>
<td>Excellent distinctive personal perspective on the problems in the question. Ability to set sources and viewpoints in context and evaluate contributions. Clear methodological awareness and strong theoretical appreciation.</td>
<td>Excellent structured and pace. Clear, articulate style (with good spelling, grammar and syntax). Proper referencing and bibliography. Confident presentation and appropriate length.</td>
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<th>60-69%</th>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
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<tr>
<td>Good understanding of main sources, well summarised and used in a relevant way.</td>
<td>Good response to the question bringing out useful points and substantiating them. Use of theoretical models in a relevant way to answer the question. Presentation of arguments and intelligent comments relevant to the question.</td>
<td>Good appreciation of main issues and ability to make appropriate critical points. Sensible commentary on evidence and materials used.</td>
<td>Good structure and pace. Clear presentation (including good spelling, grammar and syntax). Proper referencing and bibliography. Control of length.</td>
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<td>50-59%</td>
<td>Comprehension</td>
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<tr>
<td></td>
<td>Fair understanding of the literature and a fair range of source material consulted.</td>
<td>Fair use and understanding of theoretical models. Presentation of arguments and intelligent comment relevant to the question.</td>
<td>Fair commentary on evidence and materials used.</td>
<td>Fair presentation. Satisfactory spelling, grammar and syntax. Satisfactory referencing and bibliography.</td>
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<th>40-49%</th>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
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<tr>
<td></td>
<td>Unsatisfactory evidence of reading and understanding.</td>
<td>Unsatisfactory introduction of basic concepts and effort made to relate them to the question.</td>
<td>Unsatisfactory exegesis. Mainly descriptive unsubstantiated points.</td>
<td>Unsatisfactory attempt made at coherent presentation.</td>
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<tr>
<th>0-39%</th>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
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<td></td>
<td>Poor understanding. Few relevant sources used.</td>
<td>Poor analytic approach. Purely descriptive account. Often the question has been ignored or badly misunderstood.</td>
<td>Poor critical or appreciative framework. Irrelevant comments.</td>
<td>Poor presentation, lack of coherence, page referencing, etc.</td>
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**Additional Guidance**

**Breadth and Appropriateness of Research**

When assessing work, examiners note the sheer quantity, the quality, and the range of materials that a student has consulted, as well as the appropriateness of the research strategies employed. We require evidence that the material you have consulted has been both read and understood.
Quality of Comprehension
Examiners not only take note of what has been studied, but also pay close attention to the level of understanding of these materials you demonstrate. Having read appropriate materials does not in itself assure success. It is also necessary to make good sense of them.

Analysis and Synthesis
Analysis and synthesis refers to the process of first breaking down a complex problem into simpler or more basic elements before subsequently rearranging these elements into a cogent, well supported, and relevant argument.

Cogency
Cogency is best defined as the ability to command assent. To achieve cogency, the student must first construct a clear and well-signposted argument, taking special care over paragraphing and any necessary division of the work into sections. But to be cogent, an essay must not merely be well structured and logically sequenced, it must also have a clear intention.

Relevance
Any amount of work and any degree of cogency will be wasted if the essay does not stick to the topic that was agreed at the outset. The essay is judged by its consistency with its title. Factual accuracy is not trivial. Inaccurate information in essays and dissertations is likely to be penalised.

Contextualisation
Contextualisation concerns the ability of a student to reach an informed judgement of the essay or dissertation’s place in and implications for the literature to which it belongs. In play here are knowledge of the interests of different academic audiences, awareness of gaps in existing literatures and how best to fill them, and a sense of where a good essay or dissertation might be published to best advantage.

Critical ability
Having made good sense of the material, the student faces a further task of assessing its implications, its potential as evidence, its logic and its significance. Only by the application of critical skills is good comprehension developed into active understanding. In practical terms, it is the presence of critical ability that distinguishes between the laborious and accurate literature survey that does no more than summarise a range of related materials and, on the other side, the critical survey that imposes a structure, asks persistent questions, detects flaws, and draws illuminating conclusions.

Aim for good English. Postgraduate students are expected to avoid spelling mistakes, grammatical errors, and typographical slips. You should read through and edit work before submission. Unless the written English of a student is of a certain minimum standard, it is impossible to express thought of the kind required to pass the programme.
**Transparency**

It is vital that the sources of all quotations, of supporting research, including paraphrasing and of facts not commonly known should be referenced. The referencing system should be appropriate to the work in hand and must be fully and consistently applied so that a reader is always able, in principle, to check the accuracy of the work.

**Assessment for Oral Presentations**

Criteria for oral assessment at CIM differ from written work in some important respects, especially in the category of presentation. The use of communication aids, time-management skills and a capacity to engage with the audience confidently through discussion are some points to make note of.

Students can expect to receive a grade along with a short paragraph of comments and feedback based on the criteria below. Specifics of presentation topics and expectations will be delivered to students in more detail within each module.

### 90-100%

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<th>Presentation</th>
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<th>Discussion</th>
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<tr>
<td>Superb structure, time-management, progression and pace. Excellent use of communication aids (slides, hand-outs, posters, etc.) with accurate referencing and citations. Clear articulation and volume. Demonstrates enthusiasm and confidence with the material.</td>
<td>Superlative overview of the topic necessary for a professional academic or expert presentation. Demonstrates masterful facility with use of methodologies and theories and applies these in innovative ways to gain new analytical insights.</td>
<td>Highly original personal perspective on the topic. Ability to innovate theoretically, and to overturn existing scholarly assumptions, and to contribute authoritatively to current high-level academic debates. Offering new interpretations of empirical evidence.</td>
<td>Able to engage and involve the audience. Displays extensive knowledge of the topic by answering questions comprehensively and creatively. Introduces complex and thought-provoking points for discussion.</td>
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### 80-89%

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<th>Presentation</th>
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<tr>
<td>Excellent structure, progression and time-management. Good use of communication aids (slides, hand-outs, posters, etc.). Mostly</td>
<td>Outstanding overview of the topic approaching level equivalent to preparation for doctoral level research. Demonstrates</td>
<td>Original personal perspective on the problems in the question. Ability to challenge existing scholarly assumptions.</td>
<td>Answers questions accurately and with authority. Poses relevant new insights for the audience to consider.</td>
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<tr>
<td>Presentation</td>
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<td>clear articulation and good volume.</td>
<td>impressive facility with use of methodologies and theories and applies these consistently to gain additional analytical insights.</td>
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<td><strong>Presentation</strong></td>
<td><strong>Analysis</strong></td>
<td><strong>Critique</strong></td>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>Well-structured and planned. Clear, articulate style. Proper referencing and bibliography. Confident presentation and appropriate length.</td>
<td>Excellent answer to question. Locates suitable concepts and makes comprehensive assessment of issues involved. Understands the relevant theories and applies them to answering the question.</td>
<td>Distinctive personal perspective on the problems in the question. Ability to set sources and viewpoints in context and evaluate contributions. Methodological awareness and theoretical appreciation.</td>
<td>Responds to questions appropriately and with ease. Introduces some interesting topics and reflections to encourage a discussion.</td>
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<td>60-69%</td>
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<td><strong>Analysis</strong></td>
<td><strong>Critique</strong></td>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>Competent structure and time-management. Clear communication aids. Assured presentation style.</td>
<td>Competent answers to the question bringing out useful points and substantiating them. Use of theoretical models in a relevant way to answer the question. Presentation of arguments and intelligent comments relevant to the question.</td>
<td>Appreciation of main issues and ability to make appropriate critical points. Sensible commentary on evidence and materials used.</td>
<td>Demonstrates rudimental knowledge of the topic by responding accurately to questions, but sometimes fails to elaborate. Poses basic reflections to the audience, but struggles to build a discussion.</td>
</tr>
<tr>
<td>50-59%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td><strong>Analysis</strong></td>
<td><strong>Critique</strong></td>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>Occasionally incoherent, trouble with time-management. Adequate communication aids. Appears at times nervous or uncertain.</td>
<td>Limited use and understanding of theoretical models. Provides a good presentation of key arguments and intelligent comments relevant to the questions at stake.</td>
<td>Sensible commentary on evidence and materials used.</td>
<td>Provides incomplete or partial responses to questions. Engagement with the audience is rudimentary.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>40-49%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td><strong>Analysis</strong></td>
<td><strong>Critique</strong></td>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>Unstructured presentation, lack of coherence, poor time-management, etc. Disorganized communication aids. General lack of confidence and enthusiasm. The audience frequently cannot hear or understand the speaker.</td>
<td>Lack of an analytic approach. Purely descriptive account. Often the topic has been ignored or badly misunderstood.</td>
<td>Irrelevant comments. Lack of critical or appreciative framework.</td>
<td>Discourages engagement and responds inaccurately or inappropriately to questions.</td>
</tr>
<tr>
<td><strong>0-39%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td><strong>Analysis</strong></td>
<td><strong>Critique</strong></td>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>Incoherent presentation. Lack of time-management. Confusing communication aids. A general absence of structure. Ongoing problems with articulation and delivery mean that the audience cannot focus on the content.</td>
<td>Unconnected points or observations dominate the presentation. There is no analytic structure. The question or topic has not been addressed.</td>
<td>Critical awareness is absent. Argument relies on incoherent and/or contradictory observations.</td>
<td>Is not able respond to questions or pose points of discussion to the audience.</td>
</tr>
</tbody>
</table>
Assessment of Group Work

A sample of the assessment form can be found in the relevant Appendix.

Things to consider for group work:

- The collective capabilities of the group need to be taken into account in ways that allow for an equal degree of individual participation. For instance, at what tasks or exercises will each member be most effective, what different skills and experience do people have?
- Time management is crucial for group work. You should develop a strict schedule or work programme and collectively keep to it. Conflicting schedules and travel commitments need to be taken into account.
- Opportunities will be available to consult with the Module Tutor/Convenor. Feedback and support will be given regarding the conception of the project and the functioning of the group.
- It is worthwhile keeping an individual log of hours, tasks and a general reflection on how the group is functioning for your own records.
- If an individual member is sick or cannot contribute due to illness this needs to be communicated to the group, Module Tutor and PGT Director with appropriate certification, following the standard process for consideration.

Examination Boards

The Part 1 Examination Board (Internal Postgraduate Taught Exam Board) usually meets in the Summer (June) to consider marks on module assessments and determine whether students are permitted to the dissertation stage of their course.

The Part 2 Examination Board (Final Postgraduate Taught Exam Board), which considers dissertation performance and resubmissions, usually meets in the Autumn (November).

There are a number of possible outcomes for the Masters: Fail, Award Postgraduate Certificate (60 credits), Award Postgraduate Diploma (120 credits, including passes in all core modules**), Award MA, Award MA with Merit, and Award MA with Distinction. The exam board will apply conventions set out in the University Requirements for Taught Postgraduate Awards: https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/pgt20-21/

Summary of Credit Requirements for Awards

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Total Minimum Credit to be Taken</th>
<th>Total Minimum Credit to be Passed: including all core modules</th>
<th>Level of Credit</th>
<th>Minimum Credit to be Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>180</td>
<td>150*</td>
<td>7</td>
<td>150</td>
</tr>
<tr>
<td>PG Diploma</td>
<td>120</td>
<td>90**</td>
<td>7</td>
<td>90</td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td>------</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>PG Certificate</td>
<td>60</td>
<td>60</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

* The award of Masters may be made where a student has obtained 150 credits providing the student has obtained a mark of at least 40 in the failed module(s).
** The award of Postgraduate Diploma may be made where a student has obtained 90 credits providing the student has obtained a mark of at least 40 in the failed module(s).

**Permission to Proceed to Writing a Dissertation**

At the Part 1 Examination Board all available marks and individual student progress will be reviewed. Provided you have achieved a Pass mark (a mark of 50% or above) in all modules which are core for your course, and done sufficiently well in your optional modules (see above table), you will be allowed to proceed to writing your dissertation. NB: This is a formal designation: ‘Proceed to Dissertation’; you should have already started work on your dissertation!

If you have failed too many elements of the Masters to make it possible for you to proceed to dissertation, you will be informed of this, and asked to withdraw from the course. In such cases, you may be awarded a Postgraduate Diploma. Students who have declared mitigating circumstances may be permitted to resubmit coursework again to remedy a failure.

This Examination Board will also recommend that students following the taught Masters part-time should be allowed to proceed to his/her second year, provided that the assessed work submitted so far has reached the required level.

**The Postgraduate Diploma**

A Postgraduate Diploma may be awarded to:

- Students who have completed all assessed work satisfactorily but have failed to produce a satisfactory dissertation/final project, as determined by the Part 2 Postgraduate Taught Exam Board in the Autumn.
- Students unable to proceed to writing a dissertation following completion of coursework, as determined by the Part 1 Postgraduate Taught Exam Board in the Summer.

**Period of Registration and Extensions to Registration**

The period of registration for a taught Master’s degree is one year full-time and two years part-time. Information about the extension request procedure is available at:

[http://www2.warwick.ac.uk/services/academicoffice/studentrecords/students/](http://www2.warwick.ac.uk/services/academicoffice/studentrecords/students/)

It is the University Graduate School rather than the Centre which makes final decisions regarding extensions beyond the normal periods of study. However, you should consult your personal tutor and/or the Director of PGT in the first instance.
Ilnesses and Absences
If you have to be absent from study for any significant length of time, please inform the PGT Director and the PG Programmes Coordinator. If you will miss a module session due to illness, you should notify your module tutor or the module convenor. It is always necessary to notify a member of staff and to submit a medical note in the case of illness or injury. Medical notes may be taken into account when Boards of Examiners are considering your performance in relation to declared mitigation. If you think your absence may be long-term, you might want to think of suspending your registration for a period.

Suspension of Study (or temporary withdrawal)
If you have medical or other problems that are affecting your progress with the course, it may be appropriate to request a period of suspension (temporary withdrawal). Requests should be submitted to Student Records via evision. The University reserves the right to turn down suspension requests in favour of other action, and it will not allow suspensions after the normal registration period of one or two years has elapsed. If the request is being made on medical grounds a medical note should be included. You are encouraged to submit requests for suspension when a problem arises rather than retrospectively. For taught postgraduate students, suspension of studies normally lasts at least three months.

Details of the procedure to be followed are available at
https://warwick.ac.uk/services/academicoffice/studentrecords/twd/twd_student_guide.pdf

Visa sponsored students considering temporary withdrawal should consult this guidance carefully, as suspending your studies will be reported to the Home Office, and you will need to return to your home country for the period of withdrawal. International students holding a student visa are not normally permitted to take periods of retrospective withdrawal. Detailed information is available from the University Immigration Office here.

Students funded directly by one of the UK research councils will not normally be permitted a period of suspension without the prior approval of the research council. If as a research council funded student, you are considering requesting a period of suspension you should contact your funding body in the first instance.

Authorised Absence
Where necessary, visa sponsored students can request a period of authorised absence rather than suspending their studies. Absence of up to 42 calendar days in a single 12-month period can be granted to deal with sickness, the need for short-term medical treatment or surgery, or serious personal issues (bereavement etc). Authorised absence will NOT be granted for the purpose of a vacation. Students will not be required to return to their home country and the break in studies will not be reported to the Home Office. Detailed information is available here.
Academic Integrity and Misconduct

The University takes academic misconduct, including plagiarism and other forms of cheating, very seriously. Information on the University’s approach to Academic Integrity can be found here: https://warwick.ac.uk/services/aro/dar/quality/az/acintegrity/framework/

Academic misconduct is defined as follows:

*Academic misconduct are acts or omissions by a student which give or have the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or an activity likely to undermine the integrity essential to scholarship and research. An advantage is unfair if it is, or intended to be, obtained by an act specifically disallowed in this Regulation, or if it goes against the principles of academic integrity underpinning this Regulation.*

The University distinguishes academic misconduct from poor academic practice, which consists in the failure to observe principles of academic integrity. Poor academic practice typically (but not exclusively) occurs when referencing is inadequate but not in a way suggesting that the student attempted to gain an unfair advantage.

Academic misconduct

To constitute academic misconduct typically requires the intention to obtain an unfair advantage, or knowingly engaging in a behaviour that has the potential to give an unfair advantage, irrespective of whether such advantage is actually obtained. Academic misconduct includes but is not limited to:

- Plagiarism: presenting someone else’s work or ideas as the student’s own;
- Self-plagiarism: submitting the same work that the student has already submitted for another assessment, unless this is permitted;
- Taking a copy of another student’s work without their permission;
- Collusion: working with one or more others on an assessment which is intended to be the student’s own work;
- Contract cheating: where someone completes work for a student, whether for remuneration or not, which is then submitted as the student’s own (including use of essay mills or buying work online);
- Arranging for someone else to impersonate a student by undertaking their assessment;
- Accessing or attempting to access assignment questions in advance of their publication;
- Submitting fraudulent mitigating circumstances claims or falsifying evidence in support of mitigating circumstances claims (this may also be considered a non-academic disciplinary matter);
- Fabrication or falsification of research, including falsifying data, evidence or experimental results.
Academic misconduct is a very serious matter. It can result in penalties that reduce your mark, the requirement to resubmit with a capped mark on 50%, the failure of a module, or in more serious cases of extensive and/or systematic misconduct, even the failure of your degree.

Please be aware that the Centre uses plagiarism software as well as other appropriate means to identify plagiarism in students assessed and non-assessed work. In the last few years, the University disciplinary machinery has imposed severe penalties on students who have been convicted of plagiarism in assessed work.

CIM Academic Misconduct procedure

CIM’s full Academic Misconduct procedure can be found [here](#).

Should a case of academic misconduct be raised by the marker or moderator and referred for investigation, students will be notified by the Postgraduate Programmes Coordinator that their case has been referred to an Academic Conduct Panel (ACP). Students are expected to attend the meeting of the panel, usually chaired by the PGT Director along with another academic member of CIM with the Postgraduate Programmes Coordinator as Secretary. This meeting will set out the suspect misconduct and give the student an opportunity to explain their account of what happened from their point of view. The outcome of the Academic Conduct Panel will be notified to the student in writing. The outcome varies for each case depending on the extent and severity of the misconduct in line with the Academic Misconduct policy, and can include such measures as the deduction of marks, the award of a fail grade with opportunity for a resubmission capped at 50% on the same or a different topic, or escalation of the case to a University-level committee. Repeated severe academic misconduct may result in exclusion.

**If you are uncertain about what constitutes plagiarism or other forms of academic misconduct, please talk it over with either your module tutor, personal tutor, the Masters Convenor or the PGT Director.**

Finally, it is important to remember that all assessed work should conform to the guidelines in the ‘Style Guide and Scholarly Presentation’ later in this Handbook. Bad writing, inadequate proof-reading, and incoherent footnoting will lower your grades. Final dissertations/projects may be referred for resubmission for the same reasons.

Complaints

Complaints regarding teaching, supervision or any other aspect of the student’s experience at CIM should initially be made to Module Tutors, and then if necessary to the Masters Convenor, Director of PGT, or Centre Director. If you do not feel your concerns have been addressed, you should follow formal University procedures, by writing to the Academic Registrar. Details of the University’s Complaints Procedure can be found at [http://www2.warwick.ac.uk/services/aro/academiccomplaints](http://www2.warwick.ac.uk/services/aro/academiccomplaints).
Appeals
The University has an agreed appeals procedure. If you wish to consult them, you should approach the Exams office, or consult
https://warwick.ac.uk/services/academicoffice/examinations/students/appeals
APPENDICES

Style Guide and Scholarly Presentation

What follows is a basic style guide for the preparation of scholarly presentation of written work at CIM.

CIM Masters candidates come from a range of disciplinary backgrounds, each of which may have different norms and expectations about the presentation and style of academic writing. Regarding the style of academic writing for coursework and your thesis, including referencing, CIM recommends MLA, but ultimately does not dictate a specific style (a general guide to MLA is provided below).

It is a requirement, however, that students use a well-established style and that the same style is used consistently throughout the thesis. Acceptable style guidelines include but are not limited to Chicago, Harvard and APA, along with MLA.

The study guide adopted by CIM, Studying for a Degree in the Humanities and Social Sciences by Patrick Dunleavy, provides a basic guide to scholarly presentation towards the end of chapter 5. However, you will need more detailed guidance than this, especially when undertaking a Masters dissertation.

Guides, of which the library holds a great number, vary greatly in length, detail and cost.

Recommended guides (in addition to Dunleavy), include:


As well as referencing and bibliographical styles, some of these books help with points of linguistic style such as punctuation, abbreviation, capitalisation, spelling, and the like. One of the most compact and useful authorities on matters of style is The New Oxford Dictionary for Writers & Editors (ODWE), available online: <http://www.oxforddictionaries.com/>

If you are unsure about the referencing, bibliography or other matters of presentation, please consult with your module convener, supervisor/s, or the Director of PGT.

Tables, Graphs, Figures

You should either insert these electronically within the word-processing package you are using or include them as an appendix. Care should be taken to label tables, graphs and figures clearly, providing accurate headings for the information presented, and to give the complete source (or sources) of the data. Where necessary, make sure that any symbols used will be interpreted correctly by explaining your usage. You should not photocopy or take tables, graphs and figures straight from the web and incorporate them wholesale or without alteration to your essay or dissertation, instead you should construct your own tables, charts and figures from the material you have researched.
Direct Quotations

Direct quotations reproduce the exact words of an author or speaker. If a quotation is long (i.e. occupies three or more lines of text or is longer than 40 words) it should be indented and single-spaced. Shorter quotations should be run into the text and be identified by quotation marks. Avoid packing so many quotations into a short passage that the flow of your argument is obstructed. Quotations on the whole should only be used if they: (1) add authority and emphasis to your argument; and/or (2) express a thought with particular clarity and flair.

Pagination

The pages of all essays and the dissertation and dissertation plan must be numbered. Each page must be numbered consecutively and continuously throughout the work. The chapters of a dissertation should begin on a fresh page. Be particularly careful to correct internal page references (e.g. ‘see above, p. 24’) as you go through successive drafts.

Appendices

Sometimes your research has turned up a substantial amount of information that supports your argument, but there is too much to include in the text of the essay/dissertation. Examples might include visualisations, images and tables. An appendix may be appropriate in such a situation. The maximum word length for any piece of work does not include appendices.

Italicisation

The titles of books and art projects should be italicised.

The Argument

Each essay or dissertation must be clearly organised around a recognisable ‘thesis’ or argument, represented by its title, and should demonstrate analytical skills, not just descriptive ones. As a postgraduate student you must do more than simply present a body of factual information. Through your argument you present a way of understanding your subject, which should be linked to the issues and debates in the literature to which you have been exposed through your modules and your independent research.

Abstract

In simple terms, an abstract is the ‘essence’ or ‘summary’ of a longer piece of work. For the dissertation and for some modules, it is a requirement of submission. It will be stated explicitly in the assessment criteria in those cases.

It is useful in two different ways:

1) It is a way of informing the reader about the major argument, themes and structure of a longer piece of work. It signposts and sets up the limits to expectations that the reader might have.
2) It is a useful device for clarifying ideas of the author before beginning to write the longer text. It allows the author to focus on what the text will convey to the reader and how.

A good way of starting an abstract is to focus on what you want to argue in your thesis. You could even start the abstract with the following sentence: “In this thesis it is argued that...” and follow it up with “This is done by...” and provide the structure of the thesis.
Here are a couple of examples of what a good abstract should look like:


**Abstract** The article attempts to define a research agenda that will explore the relationship amongst gender, knowledge, innovation and property rights against the backdrop of the recent processes of market liberalisation and transformation of the relationship between states and the global economy. It suggests that Trade Related Intellectual Property Rights are institutionalising the historically exclusionary bounded definitions of what counts as knowledge over time. It concludes that this property regime challenges women to engage in the struggle over meanings of knowledge, invention and property.

**Keywords** knowledge, trade related intellectual property rights, property, invention.


**Abstract** This article reports the main results of a four-country comparative analysis of the relationship between social exclusion and environmental attitudes and behaviour. Five socially excluded groups were studied through secondary data analysis and case studies. Norms of environmental behaviour tended to be universalised in Germany and Switzerland with much greater differentiation of the socially excluded in Britain and Greece. There were also significant differences between the socially excluded groups with lone parents particularly receptive to appropriate policy measures. Environmental policy could be more effective if it was sensitised to the differential effect of measures on social groups.

**Keywords** climate, empowerment, environment, social exclusion, sustainable development.

**Presentation of References**

When writing an academic essay, you are required to refer to the work of other authors. Each time you do so, it is necessary to identify their work by making reference of it – both in the text of your essay and in a list at the end of your essay (in the reference list or bibliography). This practice of acknowledging authors is known as referencing.

Referencing is absolutely necessary on three occasions. You must give your sources for:

i. all statements of ‘fact’;
ii. all opinions and arguments that are not your own; and
iii. direct quotations (including the relevant page numbers of the original).

References should normally be used only to identify source material. Explanatory footnotes, which elaborate on points contained in the thesis, should be used sparingly. If you cannot incorporate a point in the main text, it usually means that the remark is irrelevant or unnecessary.

The aim of a reference is simple: to provide the reader with sufficient information so that the sources that you have cited or quoted can be verified easily. The reader must be able to verify whether you have used or interpreted the source appropriately.

There are many academic referencing systems used in academic writing. This guide explains the MLA system, which is one of the most used systems of citation (particularly in the humanities and social sciences) and the system that we use at the Centre. The MLA style of citation has been developed by the Modern Language Association (https://www.mla.org/) and provides an in-text method of referencing sources. Within this system, each reference consists of two parts: the parenthetical reference, which only provides brief identifying information within the text (author’s
surname and page numbers), and the Reference List (or Works Cited) which provides full bibliographic information.

The two-part references must be provided whenever you use – i.e. quote or paraphrase – someone else’s opinions, theories, data or organisation of material. You need to reference information from books, articles, websites, videos, other print or electronic sources, and personal communications. All these different types of material need specific referencing. In other words, each type has an accepted ‘format’ for presentation within the Reference List (or Works Cited).

The following is a set of guidelines for formatting references in your Reference List as well for referencing sources in the body paragraphs of your assignment (in-text referencing). The following section provides the format style (followed by an example) of all sorts of reference list entries. It is based on the Purdue Online Writing Guide to MLA, for more detailed information on these guidelines, see: <https://owl.english.purdue.edu/owl/section/2/11/>

Before you start reading, please keep in mind that one golden rule applies: be consistent in everything you do! This consistency applies to format, layout, typeface and punctuation.

**Basic In-Text Citation Rules**

In MLA style, referring to the works of others is done using parenthetical citation. This method involves placing relevant source information in brackets after a quote or a paraphrase.

The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print or Web) and (2.) upon the source’s entry on the Works Cited (bibliography) page.

Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

**In-Text Citations: Author-Page Style**

MLA format follows the author-page method of in-text citation. This means that the author’s last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author’s name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

In-Text Citations for Print Sources by a Corporate Author

Sometimes it is impossible to find a named individual as an author. This can be due to a shared or ‘corporate’ responsibility for the production of the material. The ‘corporate name’, therefore, becomes the author (often called the ‘corporate author’). Corporate authors can be government bodies, companies, professional bodies, clubs or societies, and international organizations.

When a source has a corporate author, it is acceptable to use the name of the corporation followed by the page number for the in-text citation. You should also use abbreviations (e.g., nat’l for national) where appropriate, so as to avoid interrupting the flow of reading with overly long parenthetical citations.

In-Text Citations for Print Sources with No Known Author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (such as an article) or italicize it if it's a longer work (e.g. plays, books, television shows, entire Web sites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

The Works Cited entry appears as follows:


According to MLA style, you must have a Works Cited page at the end of your research paper. All entries in the Works Cited page must correspond to the works cited in your main text. This should be presented on a separate page in your thesis or essay.

Book

Author Surname, First Name. Title. Place of publication: Publisher, Year of publication.

EXAMPLE

**Book Chapter**

To refer to a specific chapter of a book by one and the same author, add the chapter title and page numbers.


**EXAMPLE**


**Anthology or Edited Book**

To refer to the edited book as a whole, quote the editor(s) in the text. In the reference list you then indicate editorship by using either ed. for a single editor or eds. for more than one editor.

**EXAMPLES**


**Chapter in Anthology or Edited Book**

An edited book will often have a number of authors for different chapters (on different topics). To refer to a specific author’s ideas (from a chapter), quote them in the text – not the editors. Then in your reference list indicate the chapter details and the book details from which it was published.

Author Surname, First Name. “Title Article.” Title Book. Ed./Eds. First Name Surname editor(s). Place of publication: Publisher, Year of publication. Page numbers.

**EXAMPLE**

**Journal Article**

Author Surname, First Name. “Title of Article.” Journal Title Volume. Part number (Year of publication): page numbers. Do not worry about omitting the part number if not available.

NOTE – The month of publication may be added prior to the year of publication, especially if the part number is not known. If you do, be consistent and include it in all your references to journal articles.

EXAMPLE


**Corporate Author**

Format is the same as for a book, but uses the ‘corporate’ (company, business, organisation) author in place of a named author.

EXAMPLE


NOTE – For journal articles without authors the journal title becomes both author and cited journal title.

**Conference Proceedings**

Treat published proceedings of a conference like an edited book, but add information about the conference.

Editor Surname, First Name, ed./eds. Title of Proceedings. Conference Proceedings Title, Date, Place. Place of Publication: Publisher, Year of publication.

EXAMPLE


Cite a paper in the proceedings like a work in a collection of pieces by different authors.


EXAMPLE

**General Web Page**

Name of website. Editor(s) of the website (if given). Year of publication. Associated institution. Date of access. `<URL>`.

Do not worry about omitting the editor(s) of the website if not available.

EXAMPLE


---

**Specific Web Article**

Author Surname, First Name. “Title.” Name of Website. Editor(s) of website (if given). Year of publication. Associated institution (if known). Date of access. `<URL>`.

Do not worry about omitting the editor(s) of the website and associated institution if not available. EXAMPLE


NOTE – If a web article does not contain page numbers use n. pag. (no pagination) in place of page numbers.

---

**Article in Electronic Journal (WWW)**

Some journals are published freely and solely on the internet, and therefore it is advised to add information about its online presence when citing an article from such a journal. The format for this is:

Author Surname, First Name. “Title.” Journal Title Volume number. Issue number (Year of Publication): Page numbers. Date of access. `<URL>`.

EXAMPLE


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**Film**

Title. Dir. Name Director. Distributor, Year of release. EXAMPLE

University Community Values and Expectations

At Warwick, we value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact. We nurture intellectual challenge and rational, rigorous debate. We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible and inclusive environment within which all members of our community can successfully learn, work, live and socialise. **We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for the rights, safety and dignity of all.**

We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community. Take a look at the following to help you understand what this means for you:

**UNIVERSITY OF WARWICK EQUALITY STATEMENT:**

The University of Warwick, recognizing the value of sustaining and advancing a safe and welcoming environment, strives to treat both employees and students with dignity and respect, to treat them fairly with regards to all assessments, choices and procedures, and to give them encouragement to reach their full potential. The University aims to eliminate unjustifiable discrimination on the grounds of gender, gender reassignment, pregnancy and maternity, marriage and civil partnership, sexual orientation, race, nationality, ethnic or national origin, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, age, spent criminal convictions or any other personal protected characteristics.

More information on equal opportunities at Warwick can be found at [http://www2.warwick.ac.uk/services/equalops](http://www2.warwick.ac.uk/services/equalops).
Dignity at Warwick Policy, setting out how our differences are respected and valued and how we aim to prevent and address harassment and bullying

http://warwick.ac.uk/equalops/dignityatwarwick

University Strategy, which sets our vision as a world-class university and our values

http://warwick.ac.uk/quality/categories/examinations/assessmentstrat

Warwick Student Community Statement which sets out aims for the University as well as for students

http://warwick.ac.uk/calendar/

University Calendar, the main ‘rule book’ and includes ordinances and regulations which you need to be aware of, including examinations, cheating, use of computing facilities and behaviour

Health, Safety and Wellbeing Policy Statement:

http://warwick.ac.uk/services/healthsafetywellbeing

Regulation 10 Examination Regulations: http://warwick.ac.uk/regulation10

Regulation 11 Academic Integrity:
https://warwick.ac.uk/services/gov/calendar/section2/regulations/academic_integrity/

Regulation 23 Student Disciplinary Offences:
http://warwick.ac.uk/calendar/section2/regulations/disciplinary/

Regulation 31 Regulations governing the use of University Computing Facilities:
http://warwick.ac.uk/regulation31

Regulation 36 Regulations Governing Student Registration, Attendance and Progress:
http://warwick.ac.uk/regulation36

Regulation 37 Regulations Governing Taught Postgraduate Courses:
http://warwick.ac.uk/regulation37

Requirements for Taught Postgraduate Awards (harmonised PGT conventions), including any approved exemptions and specific Centre/departmental requirements:
http://warwick.ac.uk/quality/categories/examinations/conventions/pgt/

Transcripts of academic records for Postgraduate Taught students are produced by the Examinations Office and are posted to students after their graduation ceremony. More information is available at:
http://www2.warwick.ac.uk/services/academicoffice/examinations/records/transcripts.
Feedback and Complaints

The University wants to hear from you to be able to let us know when things are going well or there is something that you particular like, but also if there is a problem that you don’t feel you can resolve yourself. As part of this, we have a Student Feedback and Complaints Resolution Pathway and actively encourage feedback on all aspects of the student experience. While we are committed to providing high quality services to all our students throughout their University experience, if there is something that goes wrong and you want assistance to resolve; we have an accessible and clear procedure which you can use to make a complaint (http://warwick.ac.uk/studentfeedbackandcomplaints/).

Other Campus Activities or Resources

Warwick Arts Centre (http://warwickartscentre.co.uk)

Postgraduate Association (https://www.warwicksu.com/postgrads2017/)

Sports Centre: (http://warwick.ac.uk/sport)

Warwick Volunteers: (http://warwick.ac.uk/volunteers)

Lord Rootes Memorial Fund: (http://warwick.ac.uk/insite/topic/teachinglearning/rootes)

Chaplaincy: (http://warwick.ac.uk/chaplaincy)

Music Centre: (http://warwick.ac.uk/musiccentre/)
**Nursery**
The University Nursery ([http://warwick.ac.uk/nursery](http://warwick.ac.uk/nursery)) is open to children of staff and students.

**Academic Office:**
Examinations Office: [http://warwick.ac.uk/services/academicoffice/examinations](http://warwick.ac.uk/services/academicoffice/examinations)
Student Records: [http://warwick.ac.uk/studentrecords](http://warwick.ac.uk/studentrecords)
Awards and Ceremonies: [http://www2.warwick.ac.uk/services/academicoffice/congregation](http://www2.warwick.ac.uk/services/academicoffice/congregation)
Student Finance: [http://warwick.ac.uk/services/academicoffice/finance](http://warwick.ac.uk/services/academicoffice/finance)
Student Funding: [http://warwick.ac.uk/services/academicoffice/funding](http://warwick.ac.uk/services/academicoffice/funding)
Graduate School: [http://warwick.ac.uk/graduateschool](http://warwick.ac.uk/graduateschool)
## Research Interests and Contact Details of Current Staff

For more detail, see the Centre’s website [http://www2.warwick.ac.uk/fac/cross_fac/cim/people/](http://www2.warwick.ac.uk/fac/cross_fac/cim/people/)

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Position / Role</th>
<th>Expertise</th>
<th>Room Number</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Celia Lury</td>
<td>Centre Director; Admissions Director</td>
<td>Interdisciplinary methodologies; feminist and cultural theory; sociology of culture; measurement and value; personalisation; digital economy; branding and consumer culture.</td>
<td>B0.10</td>
<td>024 761 51757</td>
<td><a href="mailto:C.Lury@warwick.ac.uk">C.Lury@warwick.ac.uk</a></td>
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<tr>
<td>Dr Nerea Calvillo</td>
<td>Director of Postgraduate Research (study leave during Term 1);</td>
<td>Urban visualizations, environmental and urban sensing, toxicity, design methods, feminist technoscience, science and technology studies.</td>
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</tr>
<tr>
<td>Dr Michael Castelle</td>
<td>Director MSc Big Data and Digital Futures</td>
<td>Economic sociology, sociology and philosophy of technology, history of computing (late 20th century), computational culture, semiotics, topics in computer science (databases, distributed systems).</td>
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<td><a href="mailto:M.Castelle.1@warwick.ac.uk">M.Castelle.1@warwick.ac.uk</a></td>
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<tr>
<td>Dr Michael Dieter</td>
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</tr>
<tr>
<td>Name</td>
<td>Expertise</td>
<td>Module Convenor</td>
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<tr>
<td>Professor Noortje Marres</td>
<td><strong>Expertise:</strong> Science and technology studies, digital methods, controversy analysis, issue mapping, actor-network theory, living experiments, technologies of participation.</td>
<td><strong>Module Convenor:</strong> IM920 – Digital Sociology</td>
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<td><a href="mailto:N.Marres@warwick.ac.uk">N.Marres@warwick.ac.uk</a></td>
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<tr>
<td>Dr Greg McInerny</td>
<td><strong>Expertise:</strong> Information visualisation, digital science, biodiversity informatics, statistical analysis, climate change, planetary health.</td>
<td><strong>Module Convenor:</strong> IM942 – Visualisation; IM946 – Advanced Data Visualisation Labs; IM945 – Final Practical Project</td>
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<td><a href="mailto:G.McInerny@warwick.ac.uk">G.McInerny@warwick.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Dr Maria Puig de la Bellacasa</td>
<td><strong>Expertise:</strong> science and technology studies; feminist theory; environmental humanities; ecological culture; art interventions.</td>
<td><strong>Module Convenor:</strong> IM934 – Ecological Futures: Science, Culture and Media</td>
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<td><a href="mailto:Maria.Puig-de-la-Bellacasa@warwick.ac.uk">Maria.Puig-de-la-Bellacasa@warwick.ac.uk</a></td>
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</tr>
<tr>
<td>Dr Sanjay Sharma</td>
<td><strong>Expertise:</strong> Digital culture; digital methods; cultural studies and sociology; anti-racism and critical multiculturalism</td>
<td><strong>Module Convenor</strong> - QS906- Big Data Research: Hype or Revolution?;</td>
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<tr>
<td>Dr Matt Spencer</td>
<td><strong>Expertise:</strong> Scientific practice in computational science, scientific software development, ethnography.</td>
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<tr>
<td>Name</td>
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<td>Module convenor</td>
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<tr>
<td>Dr Nate Tkacz</td>
<td>Research Director</td>
<td><strong>Expertise:</strong> Software studies, network politics, computational cultures, media theory, open source and free culture, digital economy, interface studies, critical data studies.</td>
<td><strong>Module convenor:</strong> IM904 – Digital Objects, Digital Methods</td>
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</tr>
<tr>
<td>Dr Cagatay Turkay</td>
<td>Impact Director</td>
<td><strong>Expertise:</strong> urban analytics, spatial analysis, GIS, spatial and place-based analysis methodologies.</td>
<td><strong>Module convenor:</strong> IM939 - Data Science Across Disciplines: Principles, Practice and Critique.</td>
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</tr>
<tr>
<td>Dr Emma Uprichard</td>
<td></td>
<td><strong>Expertise:</strong> Methods and methodology; complexity theory; time and temporality; children and childhood; cities and urban change; food; critical realism; change and continuity.</td>
<td><strong>Module Convenor</strong> IM903: Complexities in the Social Sciences</td>
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<tr>
<td>Dr Naomi Waltham-Smith</td>
<td>Director of Postgraduate Teaching; Deputy Chair (Education) of the Faculty of Social Sciences</td>
<td><strong>Expertise:</strong> Sound studies, continental philosophy, political theory and activism, environmental humanities, urban studies; free speech</td>
<td><strong>Module Convenor</strong> IM933 – Media Activism;</td>
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</tr>
</tbody>
</table>

**Administrative and Support Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Ms Sarah Doughty</td>
<td>Centre Administrator</td>
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</tr>
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</table>
|                             |                                          | Room B0.09, 024 761 51758                                      | Email: [Sarah.K.Doughty@warwick.ac.uk](mailto:Sara...
<table>
<thead>
<tr>
<th>Name</th>
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<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Gheerdharni Mohan Kumar</td>
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