

# IATL Interdisciplinary Module Guidance for Module Convenors and Tutors (2018-19)

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# IATL Interdisciplinary Modules Guidance for Module Convenors and Tutors (2018-19)

We are pleased you are convening an IATL module this year. Below you will find the contact details for IATL members of staff:

**Elena Riva** is the Director of Studies for IATL. If you have any questions or queries please contact Elena by email or telephone. Email: [e.riva@warwick.ac.uk](mailto:e.riva@warwick.ac.uk) Tel: 024 761 50531.

**Jonathan Heron** is the Director of IATL. If you have any questions or queries, please contact Jonny by email or telephone. Email: [Jonathan.Heron@warwick.ac.uk](mailto:Jonathan.Heron@warwick.ac.uk) Tel: 024 761 50530

**Jo Wale** is IATL's academic manager with responsibility for our interdisciplinary modules. Email: [J.R.Wale@warwick.ac.uk](mailto:J.R.Wale@warwick.ac.uk) Tel: 024 765 75124

**Joy Lidstone** is IATL's module secretary and can help you with administrative questions you may have on topics such as attendance, exam submissions and evaluation documents. Email: [joy.lidstone@warwick.ac.uk](mailto:joy.lidstone@warwick.ac.uk) Tel: 024 765 73592

## 1) Module Handbook

The IATL Interdisciplinary Module Guidance for Module Convenors provides information on the module approval process, delivery of the module, marking process, module evaluation process and other helpful topics. An electronic copy of the handbook can be found on the following IATL webpage:

[http://www2.warwick.ac.uk/fac/cross\\_fac/iatl/activities/modules/ugmodules/faq/](http://www2.warwick.ac.uk/fac/cross_fac/iatl/activities/modules/ugmodules/faq/)

In addition, to the Module Guidance for Module Tutors and Convenors, IATL provides a handbook that sets out its procedures for students. If you have a particular query from a student or their home department it may be helpful to understand the advice students have been given in relation to interdisciplinary modules and learning. You can find the handbook on the following IATL webpage:

[http://www2.warwick.ac.uk/fac/cross\\_fac/iatl/activities/modules/ugmodules/module\\_handbook/](http://www2.warwick.ac.uk/fac/cross_fac/iatl/activities/modules/ugmodules/module_handbook/)

# IATL Module Approval Process

## 2) How to Propose and Run a Module through IATL

IATL-hosted interdisciplinary modules are designed to help students grasp abstract and complex ideas from a range of subjects, to synthesise these into a rounded intellectual and creative response, to understand the symbiotic potential of traditionally distinct disciplines, and to stimulate collaboration through group work and embodied learning. The kind of interdisciplinary work we seek to promote has the potential to provide our students with the essential skills, and insights that will equip them to face a world in which the problems they face will be increasingly complex and multi-faceted. We very much welcome proposals for new interdisciplinary modules from staff across the University.

Module proposals will be considered termly by the Management & Education Committee and, if approved, will be administered by us. These modules are designed, above all, to be cross-faculty, so any proposal should reflect the potential of the module to attract students from all three faculties.

All you need to do is:

- Visit us to discuss your idea.
- Submit a module proposal to IATL ([IATL@warwick.ac.uk](mailto:IATL@warwick.ac.uk))
- Work with IATL to set up and publicise the module.

## 3) Guidelines and Module Approval Timetable

Please discuss your ideas for your module proposal with IATL and your home department. Then draft a module approval form (MA1), these are available from the [Teaching Quality](#) website. Funding may be available to develop your ideas by applying for an IATL Academic Fellowship and more details on the process and deadlines can be found on the IATL website: [https://warwick.ac.uk/fac/cross\\_fac/iatl/funding/staff/](https://warwick.ac.uk/fac/cross_fac/iatl/funding/staff/)

Submissions for new module approval forms, to be considered by IATL's Management & Education committee should be submitted approximately three weeks before the meeting (please contact Jo Wale for deadlines in 2018/19). New modules considered at the autumn and spring meetings of Management & Education Committee may be delivered the next academic year but any new module proposals considered at the summer term meeting would not be ready to be delivered until the following academic year.

The Management & Education Committee may approve the module immediately or ask for changes/clarification. Once the module is approved, IATL will take care of the administration process: reporting to faculty sub-committees and contacting the Strategic Planning & Analytics Office (SPA). Your module will then be registered on SITS by the end of the Easter vacation, ready for students to register for the coming academic year. Your module will begin 'IL' and is then numbered chronologically, regardless of level (e.g. IL001, etc.).

Please note that as a general rule IATL modules do not include a reading week and that the structure of the module should therefore have 10 weeks of taught provision. This is because we find that interdisciplinary modules generally require the full 10 weeks to cover a topic in sufficient detail.

We ask all of our module convenors to attend an annual meeting in the summer term where we review delivery of the interdisciplinary modules over the course of the academic year, discuss potential improvements to teaching and administrative processes and in September we provide an induction and information session for those new to IATL and interdisciplinary teaching and also providing an update on University and IATL's quality assurance processes.

## 4) Approving Major and Minor Changes to Modules

All but minor changes to modules require approval by IATL's Management & Education Committee. Examples of minor amendments not requiring approval include:

- Typographical errors in documentation
- New module convenor
- Minor changes to the outline syllabus
- Minor changes to the indicative bibliography or key texts, provided there are no resource implications for the library.
- Changes in examination rubrics (e.g. from "Answer all three questions" to "Answer both questions in Section A and any one question from section B").

All such changes should just be reported to the Academic Manager so that we can keep an accurate record of our modules.

Amendments requiring approval by the Management & Education Committee include:

- Title of module
- Revised or new learning outcomes
- Changes to the credit (CATS) rating
- Contact hours/notional workload or assessment load for students
- Changes to the assessment methods (e.g. introducing assessed coursework to a module previously assessed by examination only; introducing an open book examination where previously closed book; introducing reading time before an examination).
- Length of an examination or change of word length to assessed coursework.
- Balance of weightings between different assessments.

## 5) Assessment Methods

We try and ensure consistency of weightings and patterns of module assessment methods across our modules and it is the role of the IATL Management & Education Committee to try and ensure that this is the case. The following principles are followed by IATL when considering the approval of methods of assessment:

- Where a module is offered in variants with differing CATS weightings, the assessment methods should reflect the difference in weightings. For example, the differences in word counts should be broadly aligned with the difference in CATS weightings.
- All modules offered by IATL should offer consistent assessment weightings in order to ensure that all students undertaking an IATL module undertake comparable amounts of work in order to complete the module.
- See IATL Assessment Strategy (Appendix 1) for more information and IATL assessment guidance.

## 6) Module Approval and Delivery FAQs

### i) Do I have to get approval from my HoD?

Yes. Negotiating time/buy out is a matter for the individual tutor to discuss with their department.

### ii) Will my department award me with teaching credit for being involved in an interdisciplinary module?

Again, we recommend you discuss this with your department. However, in 2014, AQSC endorsed a recommendation from the Board of Undergraduate Studies that encourages departments to award staff wishing to teach on interdisciplinary modules appropriate departmental teaching credit.

**iii) What admin will this involve me in?**

About the same as you might expect from a module in your own department. You will have the responsibilities of a module convenor, but IATL will handle everything else including student registration, room bookings, liaison with departments and registry, and general information for students.

**iv) Have these modules been formally approved by the University?**

Yes, once modules have passed through IATL's Management & Education Committee, they have the same status as a module approved by any other department.

**v) Is it possible to propose 'M' level modules?**

Yes: IATL currently accepts proposals either for honours-level undergraduate modules (i.e. second-year or above) and M-level (Masters) modules.

**vi) Do I have to follow the structure in the existing modules of 'oversight' combined with weekly slots from 'guest' academics?**

No, this is merely one way we have found that works. Feel free to propose any structure you like.

# Module Delivery

## 7) Module Materials

IATL encourages paper-free teaching wherever possible. However, if you would like to print materials for your module, please use the printer in the IATL offices (101 Senate House). You can find guidance on how to link your computer to the IATL printers on the IT Services website <http://www2.warwick.ac.uk/services/its/>

## 8) Registered Students

Students register for IATL modules by completing an online [IATL registration form](#) and obtaining permission from their home department (an email confirming departmental approval is required from an appropriate person e.g. personal tutor, course director or departmental administrator). Many of our modules are very popular and fill up quickly. We then operate a waiting list system for places. If you are approached by a student wishing to take one of our modules please ensure that you direct them to our online registration form.

Once the module has started, please let the Module Secretary know if there are changes to the students registered to your module by forwarding on any correspondence.

Just so you are aware, many departments have different regulations concerning when a student can transfer from one module to another. In some departments (such as WMG) students can transfer at any point, while others (such as English) do not allow a student to change modules, once they have registered, except in exceptional circumstances.

Please keep in mind, however, that once any of the students studying one of our modules has submitted 10% or more of their assessment, we are required to follow University regulations which state that the student is obliged to finish the module:

*“Where departments permit students to register for more modules than required, and subsequently de-register from some of those modules, students may not de-register from a module after a significant proportion (more than 10%) of the assessment has been undertaken (Senate 93(d)/07-08; AQSC 124/14-15)”*

## 9) Monitoring Student Attendance

The University requires all departments to develop a system for monitoring their students' attendance and to report to the University regularly throughout the year on students' attendance and to identify those students whose attendance is a cause for concern. Maintaining attendance records is particularly important for international students as the University is required to pass on attendance information to the UK Border Agency. In the event of the University being found to have inaccurate record-keeping processes, the UK Border Agency could suspend or revoke the University's trusted sponsor status.

IATL uses Tabula to monitor seminar/workshop attendance on **all** of our interdisciplinary modules. The names of the students on your course will be entered into the system and you can log on either during or after each session to enter attendance. Please register whether any absences are authorised or not.

Tabula is very simple to use and will allow IATL to keep track of student attendance, which we will then share with students' departments at the end of term. However, if you have concerns about the attendance of a



student, please let the Director of Undergraduate or Postgraduate Studies know as soon as possible so that we can contact the student's department.

## 9.1) Recording Small Group Attendance on Tabula

- Go to [Tabula](#) > Small Group Teaching.
- Follow the **My small groups** link under the **Teaching** section. You'll see a list of your small groups organised by module.
- Browse to the group you wish to record attendance at and select the **Attendance** button:

Small Group Teaching >

### My small groups

▼ **PSP101** // Pronunciation and Enunciation Manage ▾

PSP101 Group A 6 students

Workshops Tutor: Helen Davies

Workshop Attendance

Term 1, week 4; Term 1, week 8; Term 2, week 4; Term 2, week 8; Term 3, week 1, Tue 15:00 - 17:00, PSP2.3

▼ **PSP102** // Professional Speaking Manage ▾

PSP102 Group A 8 students

Tutorials Tutor: Helen Davies

Tutorial Attendance

Term 1, weeks 2-5; Term 1, weeks 7-10, Mon 13:00 - 14:00, PSP1.01

You will see a list of all students in your group and a record of their attendance at each event. For example:

Small Group Teaching > Public Speaking > PSP102 >

### PSP102 Tutorials, Group A 8 students

Tutor: Helen Davies

Term 1, weeks 2-5; Term 1, weeks 7-10, Mon 13:00 - 14:00, PSP1.01

Student	Mon 13:00, Term 1, week 2	Mon 13:00, Term 1, week 3	Mon 13:00, Term 1, week 4	Mon 13:00, Term 1, week 5	Mon 13:00, Term 1, week 7	Mon 13:00, Term 1, week 8	Mon 13:00, Term 1, week 9	Mon 13:00, Term 1, week 10	
Sarah Kingson	Record	Record	Record	Record	Record	Record	Record	Record	2
Lisa Baker	Record	Record	Record	Record	Record	Record	Record	Record	1
Richard Clark	Record	Record	Record	Record	Record	Record	Record	Record	1
Lisa Davies-Davies	Record	Record	Record	Record	Record	Record	Record	Record	1
Caroline Jackson	Record	Record	Record	Record	Record	Record	Record	Record	1

Select the **Record** button for the event for which you wish to record attendance. You will see a list of all the students in your group. There is also the option to add a student who is not normally in this group but has attended. Only students registered to small groups in this module are included in the search results.

Small Group Teaching >

### Record attendance

for PSP102 Tutorials, Group A

Monday 13:00 - 14:00, Week 10 Print

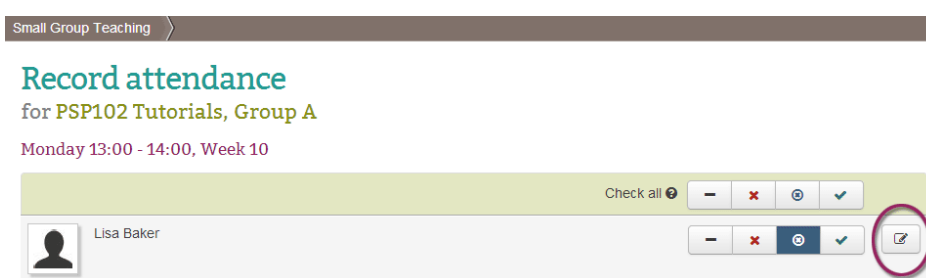
Add student: helen Check all

- Lisa **Helen Lewiston**  
Undergraduate - full-time, Public Speaking, Public Speaking
- He **Helen Morrisford**  
Undergraduate - full-time, Public Speaking with Intercalated Year, Public Speaking
- Richard Clark
- Sam Clarke
- Rachel David

Select the appropriate button to record each student's attendance:

–	<b>Not recorded</b> – this is the default state
✘	<b>Missed (unauthorised)</b> – the student did not attend and does not have authorisation
⊕	<b>Missed (authorised)</b> – the student did not attend but has authorisation
✔	<b>Attended</b> – the student did attend

To add a note about the absence or attendance, select the edit icon to the right of the four attendance buttons:



The Create attendance note screen appears.

- Choose an Absence type from the drop-down menu (academic, medical, personal, change of study location, self-certification, event cancelled or other).
- Add the details about the attendance in the **Note** box.
- If relevant, attach any supporting documentation – for example, a doctor's note or certificate.
- Select the **Save** button to create the attendance note.
- When you have finished recording attendance for all students in the group, select the Save button at the bottom right of the register.

#### Where does the attendance information appear?

Attendance of the event is displayed in the overall module attendance for the term.

Students can see their attendance on their student profile.

## 10) Module Outlines

Module outlines are provided on the IATL website and we very much welcome the assistance of our module convenors in ensuring that this information is up-to-date and helpful to students registered on the module. Please contact our Module Secretary who will provide administrative support in ensuring information on the modules assessment, submission deadlines, timetable slots, lecture notes and/or copies of slides are made available on our website. If any assistance is required with the development of online quizzes or blogs, please contact us and we will do our best to assist.

## 11) Mid-Module Feedback

Module convenors are required to undertake Mid-Term module feedback during week 5 or 6 of their module. There is freedom of choice on how to gather the mid-term feedback (discussion with students, quick online form etc). The results of the feedback exercise should be captured and summarised on IATL's Module Feedback Form (See [Appendix 3](#)) which requests a summary of students' thoughts on the location, level of content, pace, reading material and student engagement with the module.

## 12) Cancellation of Teaching Session

In the event of a session needing to be cancelled or postponed, please inform the Module Secretary as soon as possible. Where it is necessary to cancel a lecture, seminar or workshop, it is important that students are notified as far in advance as possible, not only about the cancellation (and the reasons for it) but also of any arrangements put in place for a replacement session.

We will endeavour to display a notice on the door of the teaching room, email all students and also place an alert on My.Warwick (<http://my.warwick.ac/publish>) if the cancellation is at very short notice.

# Module Assessment

## 13) Assessment of the Module

There are a number of key points to bear in mind when assessing coursework. In brief, please note that:

- For major assessments, all work should be submitted via Tabula, a system which allows for the work to be date and time-marked. You should not accept any assessments offered to you directly by students.
- The students should submit their assignment with a [cover sheet](#). The cover sheet provides the student number, year of study, title of assignment and CATS points of the module.
- The students should be reminded not to include their name on their assignments so that the work can be marked anonymously in line with University regulations.
- Your marks should be entered via Tabula. Be sure you are well briefed about the marking criteria and procedures (e.g. whether the 20-point scale is being used).
- Late submission of undergraduate assessments is penalised at a rate of 5 percentage points per working day and penalised at a rate of 3 percentage points per working day for postgraduate assessments. Penalties for late submission of assessments are implemented by the IATL Office – you should enter your raw marks, deducting nothing for lateness. (Please see section on Marking for further information).
- Please note that deadlines for assignments should be set for an office day at 12 noon so that IATL staff can respond to any last minute queries from students regarding submissions. Please do **not** set your deadlines for a Friday, however, due to the University's late penalty regulation.
- Only the Director of Studies can grant extensions to deadlines.
- We would really like our students to receive a beneficial and positive learning experience from their interdisciplinary module, and we will therefore be very appreciative of all your efforts to provide high quality and timely feedback.

## 14) Word Limits

The permitted word limit for assessments includes quotations and excludes footnotes, endnotes and the bibliography. However, if the work exceeds the maximum word length allowed, the following penalties should be applied:

Percentage over Permitted Length	Penalty
10 to 15%	5 marks
15 to 50%	10 points
More than 50%	20 points

All of the assignments normally have approved word limits stated on the module approval forms (MA1s). If you would like us to check for you what the approved word limits are for the module you are teaching on, please let us know.

## 15) Extensions Requests

Students are expected to plan their schedules allowing for the possibilities of minor disruptions in the writing period. Extensions for summative assessed work may only be granted for serious medical issues, or for severely difficult personal circumstances. Computer failure is not a valid reason for an extension and students are encouraged to back up their work regularly, and on an external or virtual device.

If a student contacts you and requests an extension to their assignment submission deadline, please advise them that they must apply for an extension through Tabula: <https://tabula.warwick.ac.uk/coursework/>.

All extension requests made on Tabula need to be supported by medical, counselling or other appropriate evidence. The Director of Studies will grant or reject this request and you will receive notification of their decision via Tabula. IATL will inform the student's home department of any decisions made.

Extensions will only be granted if applied for in advance of the deadline. If this has not been possible, then IATL's Mitigating Circumstances committee may agree to waive any lateness penalties if the student submits appropriate evidence.

## 16) Mitigating Circumstances

### 16.1) Notification of Mitigating Circumstances

Typically, a student will be encouraged to submit mitigating circumstances following discussion of their situation with an informed source (Personal Tutor, Departmental Senior Tutor, University Senior Tutor, IATL Module Convenor or a representative of Student Support Services).

### 16.2) Application form and process

In those cases where students notify IATL that they have mitigating circumstances that they wish to draw to our attention, students will be asked to complete a Mitigating Circumstances form (see [Appendix 4](#)) and submit this, along with any supporting documentation, to their home department. The home department should then inform IATL that the student has submitted a mitigating circumstances form.

Circumstances requiring discussion by IATL's mitigating circumstances board typically involve the waiving of late penalties. More serious and extensive cases require discussion with the student's home department to agree a common approach and to determine which department should consider the student's case. In the majority of cases, the student's home department will consider the case with IATL providing supplementary information, if appropriate.

### 16.3) Supporting documentation

Supporting documentation may include: a letter from a Doctor or certificate from the Medical Centre, a letter from another suitably qualified professional (for example, a letter from a registered Counsellor). The Personal Tutor (from the home department) will be approached and asked to submit a supporting statement in the absence of any other more appropriate and compelling documentation.

### 16.4) Deadline for applications

All applications must be submitted to IATL's Director of Studies by midday on Friday of Week 34 of the Summer Term of the assessment year in question. In the event of a student feeling the need to appeal the outcome of an Exam Board, evidence of extenuating or mitigating circumstances can only be accepted at that point if they are accompanied by a persuasive reason why the student failed to provide information by the deadline.

### 16.5) The Mitigating Circumstances Committee

The Mitigating Circumstances Committee will meet to consider applications received from students at the end of May. Members of this committee will consider applications from students in strict confidence. Where appropriate they may consult, in strict confidence, the student's Personal Tutor or other appropriate staff member(s).

A confidential recommendation will then be made to the Board of Examiners about the severity and likely impact of the mitigating circumstances on the module outcome. Every effort is made at the later meeting of the full Board of Examiners to avoid disclosing any confidential information about the underlying condition or difficulty mentioned in the application.

## 17) Examinations

### 17.1) Compilation and Submission of the Examination Paper

The Module Secretary will remind you of the deadlines for submitting examination papers and will send you the University's template ([Notes on the Typing of Internally- Produced Examination Papers – B4f](#)) for the required layout of examination papers.

You are responsible for the writing/compilation of the examination paper and for ensuring that the paper has been proof-read. You should also ensure that none of the examination questions have been used before in a previous examination paper.

The Module Secretary will ensure that the paper has been approved by the IATL External Examiner prior to submission to the University, as the University requires all examination papers contributing to final degree classifications (including resit papers) to be approved by an External Examiner.

If assistance is required in formatting and preparing the examination paper (so that it meets University guidelines) then please contact us and we will do our best to provide assistance.

### 17.2) Security of the Examination Paper

The following principles should be followed to ensure the security of examination papers is not compromised:

- i) You should ensure students are not able to see or gain access, either accidentally or deliberately, to examination questions.
- ii) Offices should be locked when unattended and PCs should be 'locked' or staff logged out.
- iii) Examination papers should be stored locally on a memory stick and should be password protected to prevent unauthorised access.
- iv) Examination papers should only be printed on printers which are connected directly to a PC and not on printers which are attached to a network.
- v) Care should be taken of disposing of earlier versions or unwanted copies of examination papers. Hard copies should be destroyed by shredding.
- vi) The Module Secretary will ensure that examination papers are sent to External Examiners through the external post by recorded delivery.
- vii) Examination papers must not be sent to IATL in the internal mail or electronically but should be delivered by hand.

### 17.3) Reading Time/Open Book/Change to Exam Length

If you would like to remove or add reading time to an examination, change from closed book to open book or change the length of the exam you will need to submit a memo, outlining the rationale for the changes, to the IATL Management & Education Committee for approval.

The Module Secretary will contact all Module Convenors whose modules contain an examination in October to ask you to confirm the examination details for that academic year. Any changes requiring IATL and University approval will be identified and advice provided to you on how to gain the necessary approval.

Reading time will only be granted by the University in the case of those examinations where a substantial amount of time is needed for students to make a carefully considered choice between questions of a lengthy and detailed nature. The University permits a standing reading time of 15 minutes. If you are considering adding reading time to your examination, you will need to submit a rationale for the change to the IATL Management & Education Committee before this is forwarded to the University's Board of Undergraduate Studies for consideration.

All requests to change the examination from closed to open book should also be accompanied by a memo outlining the rationale for the change. In the case of 'open book restricted' examinations, a list of text books allowed into the examination room is also required.

Any change to the examination length should also be reported. An increase in the length of an examination has to be submitted to either the Board of Undergraduate Studies or the Graduate Studies Committee as a change to the course regulations. A decrease in the length of examination does not require University approval but the University's Examinations Office has to be informed for timetabling purposes.

#### 17.4) Scheduling of Examinations

Draft examination timetables, received from the University's Examinations Office, will be circulated to you a few weeks prior to the examination period.

In advance of the summer examination period, the University's Examinations Office will highlight any exam papers that it considers to require separate papers. The Examinations Office recommends the setting of separate papers for those examinations being sat by both second and third year students (such as IATL's modules), as this allows third year students to sit their exam at the beginning of the exam period and second year students to sit at the end. It is the responsibility of the Module Convenor to elect whether a separate paper should be set. If you decide not to set a separate paper, an agreement must be made to mark by the marking deadline no matter how late the examination is scheduled.

#### 17.5) Examination Invigilation

The University's regulations require Module Convenors to be present for the first 10 minutes of their examination to deal with any queries. You should also be available at the end of the examination to sign for and to collect the examination scripts.

Normally, IATL would expect the Module Convenor to also make themselves available for invigilation duties. Please refer to the University's document ['Instruction to Invigilators'](#) for further information in relation to invigilation.

#### 17.6) Class Tests

Class tests should normally be run in the normal class slots for the module. We recommend that a 45 minute test is the maximum length of a test to be held within a one-hour lecture slot.

A suitable venue should be used to allow seating of candidates at adequate intervals to reduce over-crowding and the possibility of cheating. We also advise, where possible, to present test papers with space provided for answers to be written on the test paper itself, to avoid unnecessary partial use of exam answer booklets.

If University answer booklets are required, please let the IATL Module Secretary know at the start of the academic year so that these can be ordered through the University's Examinations Office. If official University answer booklets are used then it is very important that any unused booklets are not removed from the test room by candidates or anyone other than those responsible for the running of the examination.

We also recommend that Module Convenors produce two or three versions of all class test with questions in varying order, distributed alternately, to reduce the chance of 'over-the-shoulder' cheating, particularly in a crowded venue.

IT Services can help Module Convenors to develop and mark multiple choice answer sheets (please contact [Natasha Nakariakova](#) ext 22337).

## 17.7) Invigilation of Class Tests

We recommend that the University's guidance on invigilating University examinations is followed in class tests. Ideally there should be at least one invigilator for every 40 students and we recommend having more if the class test is being held in a lecture theatre environment.

Doctoral students may be available from departments to assist with invigilation (IATL can help source invigilators, if required). The current payment for invigilating an examination session (up to 4 hours in length) is £28. All invigilators should report to the test venue 15 minutes ahead of the start of the test.

Most formal class tests are held under exam conditions (the organiser will confirm if this is NOT the case) and candidates should be seated a suitable distance apart to reduce the possibility of cheating. Please be vigilant and check to ensure that candidates do not bring bags into class test venues and that candidates do not have in their possession any prohibited materials such as mobile phones, books or answer booklets.

Invigilators should also make a note of any candidate they find not in possession of a valid University ID card or other photo-bearing ID and about whose identity they may be suspicious. Impersonating a fellow student in a University test or exam is also regarded as a form of cheating.

Where invigilators suspect cheating, they should inform the organiser immediately, who should consult with all invigilators before warning the candidate that they are suspected of cheating and that a full report will be made. The candidate may then be permitted to finish the test. Immediately after the test, a full written report should be made by the organiser, who should consult with an IATL Academic Manager and the IATL Director on how to proceed if the allegation is to be taken further.

## 17.8) Special Examination Arrangements

As a general rule, any student studying an IATL module who requires special examination arrangements to be made will have these arrangements made for them by their own department. You just need to be aware that the absence of a student from the main examination hall may mean that the student is sitting the examination elsewhere and that the examination script will be sent to the Module Convenor separately.

In the case of locally arranged class tests, we can help with the organising of any necessary special examination arrangements as long as sufficient notice is provided.

## 17.9) Marking of Examination Scripts

IATL will advise you of any deadlines that need to be observed for providing final marks. It is your responsibility to ensure that a procedure has been put in place to ensure that the marks for each examination question have been added correctly on scripts and that the final mark is then added correctly into Tabula. (A new feature is being developed in Tabula to allow examination marks to be entered and more information will be provided on this when it is available). We recommend that the Module Convenor and second marker enter the marks together, if at possible, to ensure that the marks being entered are double checked. Alternatively, please contact the Module Secretary who will be happy to assist with the mark verification process.

## 17.10) Feedback on Examinations

All departments are now required to provide feedback to students on examinations. IATL will be providing feedback at cohort level setting out a summary of outcomes for students using the [template form](#) provided by the Teaching Quality office.



## 18) The Marking Process: Using the 20-point scale (Undergraduate Modules)

For modules marked in accordance with the 20-point scale, the process for marking work and calculating module results is as follows:

- For each unit of assessment (e.g. an assessed essay, or a question in an exam paper), assign the unit of assessment a mark by considering the grade descriptors within the table below and those approved for the department or course.
- The descriptors should be interpreted as appropriate the year/level of study, and implicitly cover good academic practice and the avoidance of plagiarism.

Class	Scale	Mark	Descriptor
First	Excellent 1st	100	Work of original and exceptional quality which in the examiners' judgement merits special recognition by the award of the highest possible mark.
		94	Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. At final-year level: work may achieve or be close to publishable standard.
	High 1st	88	Very high quality work demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.
	Upper Mid 1st	82	
	Lower Mid 1st	78	
	Low 1st	74	
Upper Second (2.1)	High 2.1	68	High quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.
	Mid 2.1	65	
	Low 2.1	62	
Lower Second	High 2.2	58	Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation and appropriate skills.
	Mid 2.2	55	
	Low 2.2	52	
Third	High 3rd	48	Work of limited quality, demonstrating some relevant knowledge and understanding.
	Mid 3rd	45	
	Low 3rd	42	

Fail	High Fail (sub Honours)	38	Work does not meet standards required for the appropriate stage of an Honours degree. Evidence of study and demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to significant omissions and errors.
	Fail	32	Work is significantly below the standard required for the appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.
		25	Poor quality work well below the standards required for the appropriate stage of an Honours degree.
	Low Fail	12	
Zero	Zero	0	Work of no merit OR Absent, work not submitted, penalty in some misconduct cases

- If a module is assessed by more than one unit of assessment, the percentage mark should be averaged (with appropriate weighting) to produce the module result. As the module result is calculated by averaging marks, it does not need to be one of the fixed percentages on the scale.
- IATL follows the new University Guidance on Scaling. IATL module board agrees scaling of marks only if recommended by the External Examiner and approved by the Board.

## 19) Marking Postgraduate Modules

- (a) All marks should be given on a 0-100 scale.
- (b) The minimum pass mark for all postgraduate modules is 50.
- (c) Departments must specify in module proposals and in information supplied to students whether students must pass all elements of the assessment on a module in order to be awarded a pass mark. In the event that departments do not do so, students will be awarded a pass in the module if they attain an average mark, weighted according to the percentage of the individual elements of the assessment, which is not lower than 50.

Further guidance on the University's requirements for taught Postgraduate Awards can be found at the following link:

<http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/pgt/>

	Comprehension	Analysis	Critique	Presentation
Grade A: 70-100	Use of wide range of relevant sources, well understood and fully appreciated.	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.	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.	Well-structured and planned. Clear, articulate style (with good spelling, grammar and syntax). Proper referencing and bibliography. Confident presentation and appropriate length.
Grade B: 60-69	Good understanding of main sources, well summarised and used in a relevant way.	Competent answers to the question bringing out useful points and substantiating them. Use of theoretical models in a relevant way	Appreciation of main issues and ability to make appropriate critical points. Sensible	Competent structure. Clear presentation (including good spelling, grammar and syntax). Proper referencing

		to answer to the question. Presentation of arguments and intelligent comments relevant to the question.	commentary on evidence and materials used.	and bibliography. Control of length.
Grade C: 50-59	Understanding of the literature and fair range of source material consulted.	Limited use and understanding of theoretical models. Presentation of arguments and intelligent comment relevant to the question.	Sensible commentary on evidence and materials used.	Coherent presentation. Satisfactory spelling, grammar and syntax. Satisfactory referencing and bibliography.
Grade D: 40-49	Some evidence of reading and understanding.	Introduction of basic concepts and effort made to relate them to the question.	Mainly descriptive unsubstantiated points. Uncritical exegesis.	Attempt made at coherent presentation.
Grade E: 0-39	Few relevant sources used. Poor understanding.	Lack of analytical approach. Purely descriptive account. Often the question has been ignored or badly misunderstood.	Irrelevant comments. Lack of any critical or appreciative framework.	Unstructured presentation, lack of coherence, page referencing etc.

## 20) IATL Marking Process

Students will be asked to submit assessments online via Tabula (where appropriate). IATL specifies that documents must be .doc, .docx, .rtf or pdf to allow you to give feedback on your computer if you wish to.

In accordance with university policy, IATL modules **must** be marked within 4 weeks (20 working days) and the marks and feedback uploaded to Tabula. IATL will then transfer the marks to the University's EMU (Electronic Mark-Entry Utility) System. IATL will monitor marking and feedback turnaround on a termly basis and a report will be provided to the external examiner annually.

Please inform the Module Secretary once the assessments have been first marked and second marked. The Module Secretary will then review the marks and ensure any deductions for late penalties have been made prior to the marks being published to students. The Module Secretary will be responsible for publishing marks to students.

### 20.1) Second Marking Process

The University requires all assessments weighted at more than 3 CATS to go through a second marking process. This includes essays, assignments, dissertations and examinations. Where an assessment requiring second marking involves presentations, practical work or performance it should be observed by two markers and should normally be recorded to permit moderation and later scrutiny by the external examiner. Where marks are attributed to contributions to a group exercise, the material on which this assessment is based must be retained in a durable form (e.g. written reports, video recordings etc.) in order to permit second marking and external moderation.

**IATL's policy on second marking and moderations is as follows:**

- All modules being taught for the first time should go through a full second marking process (all work first and second marked).
- All modules being taught by a PhD student should go through a full second marking process.
- All other modules should go through a process of visible moderation with at least 10 scripts being moderated to include all failing scripts, all first-class/distinction scripts, plus a sample from across the full range of marks.
- The second marker should check that the marks allocated by the first marker are reasonable, check to see whether any scripts appear to be out-of-line with the overall pattern of marks, check that the transcription of marks on the front of the exam script is accurate and check that all work submitted has been marked.

Where papers are subject to second marking, this may properly lead to negotiated variations in the marks for individual papers. For instance, it may be judged that marker A's scripts marked at 48 would be marked at 52 by fellow markers and that all papers in this category should accordingly be raised. Where, exceptionally, moderation discloses that a particular marker is inconsistent with other markers or internally inconsistent, it may be necessary to institute a general re-mark of affected papers.

Adjustment of marks in the process of moderation should be within the 20 point marking scale if this scale is being used. The adjustment of marks for a category of assessments should only be used where marker and moderator are satisfied that the mark outcomes will be appropriate for all candidates. If the issue identified by the moderator is that a particular mark (say 48) spans a range of quality and that better papers in this range should be upgraded, then it would be necessary to re-consider all papers within this category on an individual basis. Aggregate marks for modules may fall outside the 20 point mark scale and in the process of moderation it is permissible to amend the aggregate mark for a module.

In the event of a substantial disagreement between the first marker and the second marker, the matter should be referred to the Director of IATL for advice in the first instance.

## 20.2) External Moderation

The role of the External Examiner is to look at the marking process and not to look at individual marks. The External Examiner should be engaged after the internal marking process has been completed and should not be treated as a second (or third) marker.

The External Examiner should be presented with a complete set of marks and a sample set of scripts/assignments after the completion of the internal moderation process. The External Examiner should be provided with an explanation of the marking/moderation process and this process should be visible to the External Examiner on the basis of the papers sent. The External Examiner's role is to audit/validate the marking and moderation process.

A report should be provided for the External Examiner which provides a commentary on the assessment and confirms that all (or a sample) of the scripts have been second marked and any special instructions for the External on action expected. The Module Secretary will then select a sample of scripts across the range of marks and send these to the External Examiner.

## 20.3) Disclosure of Marks

The University permits the disclosure of actual percentage marks for 'separately examined module components or elements of coursework'. However, in the event of marks being disclosed to students in advance of approval by the External Examiner and/or the examination board, the marks must be accompanied by a clear indication that they are to be regarded as provisional.

## 21) Marking and Feedback to Students using Tabula

### 21.1) Marking Process using Tabula

Guidance on how to use Tabula for the marking process can be found by clicking on the following link:  
<https://warwick.ac.uk/services/its/servicessupport/web/tabula/manual/cm2/markers/online/>

Guidance on how to upload spreadsheets and Word documents containing student feedback can be found by clicking on the following link:  
<https://warwick.ac.uk/services/its/servicessupport/web/tabula/manual/cm2/markers/offline/>

Once the final marker has checked and finalised the feedback/mark, and saved the changes, they select the relevant submissions and then click **Confirm and send to administrator**.

The Module Secretary will then receive notification that the work has been marked. A last check will be made to ensure that all cases of plagiarism have been dealt with (see below) and that any penalties for late submission have been deducted. The Module Secretary will then release the marks to the students.

## 22) Plagiarism

All students, when submitting their coursework into Tabula, complete a declaration confirming that the work is their own and that they haven't submitted their work previously for credit (self-plagiarism). Students submitting hard copies should ensure they complete a cover sheet to accompany their work and sign the declaration on the cover sheet.

IATL enters students' submissions to [Turnitin](#), an external text matching service, to help in detection of plagiarism or collusion. The Module Secretary will put all the assignments through Turnitin once students have submitted their work. If any of assignments require further investigation, the Module Secretary will contact you and advise you of this and of the IATL process to be followed.

In the event of an assignment being penalised for plagiarism, the mark should only be reduced once the investigative process has been completed and the student and their department informed of the outcome. The Module Secretary will ensure all penalties are applied before marks are released to the students.

At meetings held in the summer term 2017/18, the Senate approved a [new proofreading policy](#) and changes to guidance on [dealing with cheating in assessed work](#). This has resulted in a suite of changes. The new Proofreading Policy provides a framework for acceptable use of proofreading. It sets out expectations, acceptable practices and exceptions.

The updated Guidance for Dealing with Cheating in Assessed Work covers record keeping; information for students on good academic writing and referencing; roles of staff in the investigation of cheating; use of source matching software; formative assignments; procedure for investigating cases of suspected cheating, including cases involving joint degree students; and reporting of cheating cases.

Full details of the changes and all relevant documents are available here:

<http://www2.warwick.ac.uk/services/aro/dar/quality/az/cheating>

## 23) Deducting penalty marks for late submission of assessed coursework

The University has adopted a standard penalty of 5 marks (ie percentage points) per day for late submission of assessed undergraduate coursework. See full details of the policy approved by the Senate (Nb - the penalty for postgraduate work is 3 marks per day).

If a student submits a piece of assessed coursework late on a module marked according to the 20-point marking scale, the coursework should be marked as normal using the scale, and the penalty (5, 10, 15 marks etc) deducted once the mark has been allocated. The final mark, after deducting the penalty, does not need to be one of the points on the 20-point scale

## 24) Feedback to Students

All feedback must be provided electronically to students via Tabula.

Please note that comments in the feedback to students should be sufficiently detailed to be of assistance to the student in improving his/her performance. Please bear in mind that students will take the quality of the markers' feedback as an important signal of the credibility of the marking process. Ensuring that helpful feedback is provided by all markers on the module is an important responsibility of the module convenor.

Please note that the University's policy on feedback turnaround time is that marks and feedback must be returned to students within TWENTY UNIVERSITY WORKING DAYS of the submission deadline. If unforeseen circumstances look like they will prevent you from meeting the deadline, please contact the Academic Manager as soon as possible as it may be possible to seek approval for an extension on your behalf.

Please, See IATL Feedback Strategy ([Appendix 2](#)) for more information and IATL feedback guidance.

# Module Evaluation

## 25) Module Feedback from Students

As with all modules at Warwick, asking students to evaluate the module in the final session is essential. IATL will provide you with a template for your module, which you are welcome to adapt.

The Module Secretary will attend the last 15 minutes of your final session and will bring printed copies of the module evaluation form that you have indicated is suitable for your module. Students will be requested to complete the evaluation forms prior to the forms being collected by the Module Secretary and returned to IATL.

We will then scan copies of the feedback and email this back to you for your consideration. An analysis of all module evaluation forms received will be undertaken by IATL and will inform the future development of our modules.

## 26) External Examiner Evaluation

IATL's external examiner is Dr Kelvin Tapley (K.Tapley@leeds.ac.uk). He has been appointed with effect from October 2018 until the end of the 2021/22 academic year.

Key points of liaison between Module Convenors and the External Examiner are:

- Approval of all assessment worth 30% or more of a module;
- Approval of all examination papers (including resit papers);
- Working with the Module Secretary to ensure that samples of work are prepared ready to be delivered to the External Examiner well in advance of the Board of Examiner meeting (which will take place annually in June).

The following information needs to be provided to IATL's external examiner by our IATL Module Convenors:

- Module outlines for background information and comment;
- Information on the assessment method for the module and the rationale for the assessment method;
- Outline of any coursework requirements plus model answer/marking scheme (whichever is the most appropriate for your module);
- Exam questions accompanied by model answers (as appropriate);
- Criteria for selecting the size and composition of the sample of scripts;
- Confirmation that second marking has taken place, and what it entailed;
- Action the external examiner is expected to take when moderating scripts.

We ask you to provide the following when sending samples of scripts to the external:

- A copy of the exam paper with outline solutions/mark scheme;
- A copy of the complete marksheet;
- The mean and standard deviation of the range of marks;
- Information on the second marking that has taken place;
- A reflective report on the module, student achievements and any changes that you consider should be made going forward (with accompanying rationale).

Please contact the Academic Manager and Module Secretary when you are ready to put together the above information for the External Examiner as we can provide you with help and advice on what to do and provide you with administrative assistance in selecting samples of scripts and preparing the marksheets, for example.

## 27) Consideration of External Examiner Report

The External Examiner will submit a report on an annual basis following the IATL Board of Examiner meeting to be held in June. The report will contain evaluation of the following areas:

- i) Standards demonstrated by students;
- ii) The design, structure and marking of assessments;
- iii) The procedures for assessments and examinations;
- iv) Provision of sufficient material to the External Examiner;
- v) The coherence of policies relating to external examiners;
- vi) The curriculum, its aims, content and development;
- vii) The quality of teaching and learning methods;
- viii) Any recommendations the External Examiner may have.

The report will be circulated to the Director of IATL, the Director of Graduate and Undergraduate Studies, the Academic Manager and all module convenors. A response to the External Examiner report will be submitted to the Board of Undergraduate Studies and the Board of Graduate Studies at the end of the autumn term.

## 28) Provision for Dealing with Student Complaints

We hope that all our students will thoroughly enjoy their experience studying on an IATL module. However, should a student wish to complain about some aspect of their study, the following University complaint process should be observed.

### 28.1) General Guidance

- i) Full information on the University's Student Complaints Procedure can be found at the following webpage:  
[http://www2.warwick.ac.uk/services/aro/studentfeedbackandcomplaints/student\\_complaints/](http://www2.warwick.ac.uk/services/aro/studentfeedbackandcomplaints/student_complaints/)
- ii) Any complaint should be acknowledged at the earliest opportunity by return of email.
- iii) A complaint is defined as "an expression of significant or sustained dissatisfaction where a student seeks a specific action to address the problem".
- iv) An explanation of the process to be followed should be sent to the student at the outset along with confirmation of the person who will investigate the complaint.
- v) Early resolution of the complaint should be sought with the aim being to resolve the majority of complaints at stage 1 in the process (Frontline/Local Resolution).

### 28.2) Frontline/ Local Resolution

- i) Stage 1 complaints may be raised in person, by email, in writing or by phone.
- ii) The aim of Frontline/ Local Resolution is to resolve complaints as quickly as possible and to note what will be done to stop a recurrence.
- iii) Where an informal complaint has been raised with the Module Convenor, the Module Convenor should investigate and respond in consultation with IATL's Director of Undergraduate Studies.
- iv) The Module Convenor should discuss the outcome of their investigation with the Director of Undergraduate Studies prior to confirming the outcome in writing to the student.
- v) The response should address all the elements raised in the complaint and should explain the reasons for the determinations made and include details of agreed resolutions.
- vi) Students should be informed of the outcome of their complaint within 20 University Working days.
- vii) The student should also be informed of the right to submit a formal Stage 2 complaint and provided with information on this process.

### 28.3) Formal Departmental Resolution

- i) Students who remain dissatisfied after completion of the Stage 1 process will need to complete a Formal Stage 2 Departmental Resolution complaints form and submit it online **within 10**



**University working days** of the receiving the outcome of Stage 1, along with any evidence that will support their complaint.

- ii) A complaint may also be moved straight to Stage 2 of the process should the complaint received be complex, require detailed investigation and/or where the implications of the complaint are significant.
- iii) The Central Student Complaints Resolution Team will allocate the Stage 2 complaint to the appropriate area of the University, which may be IATL.
- iv) The Head of Department is accountable for the outcome issued in Stage 2 but another senior individual within the department may be appointed to oversee the investigation and write to the complainant with the outcome.
- v) The Department should aim to provide a full response within 30 University working days.
- vi) Where there are clear and justifiable reasons for extending the timescale (i.e. complexity of the investigation), the Central Student Complaints Resolution Team may extend the timescale and will notify the complainant in writing giving an explanation for the need for the extension.
- vii) The outcome of the Stage 2 investigation will be communicated to the complainant in writing.
- viii) The complainant will be advised of their right to escalate to Stage 3 and the process for so doing.

#### 28.4) Formal Institutional Review and Final Resolution

- i) Students who remain dissatisfied after completion of the Stage 2 process will need to complete a Formal Stage 3 complaints form and submit it online **within 10 University working days** of the receiving the outcome of Stage 2.
- ii) A Stage 3 review may be requested when either there is evidence of procedural irregularity, the outcome of Stage 2 is considered unreasonable or when material evidence is available that was unavailable at Stage 2.
- iii) If the Central Student Complaints Resolution Team consider that there are sufficient grounds for the complaint to be considered under Stage 3, they will allocate the request to review to a senior member of staff not previously involved in the complaint.
- iv) The University will review the complaint and provide an outcome within 30 University working days.
- v) A Panel, approved by the Provost and chaired by a Pro-Vice-Chancellor or Senior Officer, may be constituted to determine the final outcome.

## 29) Appendix 1

### 29.1) IATL Assessment Strategy

IATL is fully committed to the University's Assessment Strategy and, in particular, to the University's desire to:

- encourage the active engagement of students in their own learning;
- provide assessments that are accessible and inclusive (in the case of IATL to students from all faculties regardless of the focus of the interdisciplinary module);
- support colleagues from across the University in enabling them to develop, explore and evaluate innovative assessment methods.

### 29.2) Why assess?

IATL is characterised by its dedication to the enhancement of teaching and learning through interdisciplinary and innovative pedagogic practice. We have had a commitment since 2010 to developing, implementing and then learning from our practices. We actively encourage student engagement in the learning process.

We are continuously striving to innovate and to find new methods of improving the assessment process as a means of enhancing the student experience. Assessment is used in IATL in the following ways:

- as a means of demonstrating that the learning outcomes of the module have been met. To this end the Module Approval Committee has a role in ensuring that each assessment on the module is clearly linked to the learning outcomes and that, as far as possible, the assessment workload is comparable across all faculties of the University;
- as a judgement of individual performance and to give our students an opportunity to demonstrate their achievement of the learning outcomes;
- as a means of providing our students with developmental feedback so as to encourage, guide and improve learning and enable our students to reflect upon and improve their practice.

### 29.3) Guiding Principles of Assessment

All assessments have specific objectives, which are directly linked to module learning outcomes. The following are the key principles that underlie all of IATL's assessment methods:

- 1) The marking processes are outlined in the IATL's Interdisciplinary Module Guidance for Convenors and Tutors. This guidance sets out the process from first marking and moderation through to external moderation by IATL's external examiner.
- 2) The feedback provided to students on all their assessments is reviewed by the convenor of the module and samples are reviewed by IATL's external examiner to ensure the marks and comments accurately reflect the mark achieved by the student.
- 3) All assessment methods are designed with the learning outcomes in mind and with the objective of allowing students to develop a wide range of skills.
- 4) The marking process is transparent, with all assessments being first-marked and then moderated. In the case of modules being taught for the first time, all assessments must be first- and second-marked.
- 5) All assessments are returned to students within 20 University working days, as per the University's strategy.

## 29.4) The Assessment System

IATL uses a number of different method of assessments. The list below is not exhaustive and, indeed, IATL's strategy is to create and develop new methods of assessment to test understanding to suit the learning outcomes of the module:

- 1) **Assessed essays** provide the opportunity to display a command of analysis and research, and an ability to collect and organise evidence. They develop analytic, rhetorical and writing skills.
- 2) **Oral presentations** test the ability to synthesise visual images and theoretical material and to communicate these clearly, and to stimulate discussion.
- 3) **Examinations** test understanding of issues and coverage of the syllabus, as well as the ability to write concisely.
- 4) **Reflective Journals** provide an opportunity for students to reflect upon their learning experience and to engage critically and analytically with their journey. The reflective journals test the student's ability to be analytical rather than descriptive, selective rather than comprehensive, and to support their personal reflections by using evidence and references to wider reading.
- 5) **Blogs** enhance students' engagement in participative and collaborative learning. In addition, blogs facilitate students' learning towards key assessable learning outcomes, including academic literacy and digital literacy skills.
- 6) **Student-devised Assessments/Practical Projects** offer an opportunity for students to work in collaboration with the tutor and to create a piece of work that offers a solution to a controversial topic or question that has interested them during the module. Students are encouraged to undertake their own research utilising methodologies presented during the module.
- 7) **Peer Assessment** engages students in providing feedback to their peers and is a powerful technique for facilitating better understanding of the assessment criteria, transferring a degree of ownership of the assessment process, and increasing motivation. It encourages students to learn more deeply and gain an insight into their own approach in comparison to their peers, and aids the development of self-awareness, judgement, and critical thinking skills.

## 29.5) Feedback

See the IATL Feedback Strategy (Appendix 2) for information and IATL guidance.

## 29.6) The University of Warwick Assessment Strategy

Assessment is a judgement of performance and is a critical feature of the student experience at Warwick. Assessment for the purposes of this strategy includes coursework, examinations, group work, presentations, dissertations and projects. It encompasses formative and summative assessment, assessment for learning and assessment of learning.

### Commitments

The University is committed to:

- encouraging the active engagement of students in their own learning;
- supporting and facilitating assessment activities to improve students' learning;
- providing assessments that are accessible and inclusive;
- ensuring that students receive timely, meaningful feedback to progress their learning;
- supporting departments and colleagues to enable them to develop innovative assessment methods;
- ensuring that assessment is linked to module and course level learning outcomes;

- providing assessment methods that take account of the skills and knowledge valued by potential employers.

#### **Assessment Aims**

- All students will engage with a range of relevant formative and summative assessments, clearly linked to the module and course-level learning outcomes.
- All assessment processes will be designed to be accessible and inclusive, and aligned with the University's Equal Opportunities Statement and all relevant equality legislation.
- Formative and summative assessment will be designed to enable students to demonstrate the skills and knowledge they have acquired at both module and course level.
- The feedback mechanisms in place will include guidance on how to improve performance.
- Assessment processes and outcomes will be designed to enhance students' personal and professional development through the acquisition of skills.
- All assessment processes will be designed to embody the underlying principles of: reliability; validity; equity; timeliness; manageability; and inclusivity.

## 30) Appendix 2

### 30.1) IATL Feedback Strategy

IATL is fully committed to the [University's Feedback Strategy and Good Practice](#), recognising that feedback is a crucial tool for 'providing the appropriate support for students to fulfil their potential while at Warwick, as this forms an essential component of the learning experience.'

The guide is not intended to be prescriptive; the considerable diversity in teaching, learning and assessment methods across the IATL modules provides a compelling rationale for the adoption of appropriate local practices by modules' tutors. Nevertheless, it intends to provide information on desirable practice and disseminate examples for the benefit of staff and students.

### 30.2) Types of Feedback

Completing the cycle of learning, assessment and assessment feedback is important in the creation of an integrated student academic experience. Assessment feedback should identify further actions to be taken by the student to develop their knowledge and learning abilities, such as improving their revision skills, undertaking more in-depth reading on a particular topic, or developing a certain practice or skill (i.e. communication skill).

The feedback process provides an opportunity for the student to work towards a set of goals, with the aim of improving their learning and personal skills and their performance in the next round of assessment.

There is considerable variety in the ways in which the outcomes and implications of performance in assessments can be communicated to students:

- Written feedback (i.e. assessment's cover sheets, notes on the text of the essays/exam/project sheet, notes on Tabula, emailed feedback)
- Oral feedback (i.e. comments in seminars, discussions with tutors to help students to develop their knowledge and skills, feedback captured with recording device, etc.)
- Visual feedback (i.e. video recording)
- Peer-feedback
- Self-generated feedback

In order to choose the most appropriate form, tutors should consider how the nature and extent of assessment feedback arranged for students complements the method of assessment used. It may be more useful to the student for feedback after the assessment of an extended essay or assignment to be presented in a written form. Conversely, oral feedback may be more appropriate following the assessment of a student's overall development during the course. For practical assessments<sup>1</sup>, it may be useful to provide visual feedback in the form of a video recording of the student carrying out the assessment, as long as the permission of the student is granted, or an oral peer-feedback followed by the tutor's written and/or oral feedback.

It can be useful to incorporate a mixed economy of feedback delivery: audio, verbal, written, email, peer. This should help to increase the volume and frequency of feedback students receive and using a variety of means of delivery can help provide more timely and efficient feedback.

It can be useful to build peer-to-peer feedback into the module design and delivery. This is an efficient way of creating dialogue around feedback and can help students to understand the academic language used in written feedback.

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<sup>1</sup> More information regarding the assessment of practice could be found here:

[http://www2.warwick.ac.uk/fac/cross\\_fac/iatl/resources/outputs/osl/osl\\_practice/assessment/](http://www2.warwick.ac.uk/fac/cross_fac/iatl/resources/outputs/osl/osl_practice/assessment/)

### 30.3) Delivery of Feedback

There are clear resource implications in the implementation of student assessment feedback. These will obviously be different for each module depending on cohort size, number of teaching staff involved (i.e. disciplinary experts), assessment methods and form of feedback.

Some means of delivering assessment feedback that tutors may wish to consider are set out in

Gibbs, G, and Habeshaw, T, *Preparing to Teach: An Introduction to Effective Teaching in Higher Education:*

- Writing a brief summary of your view of the assignment which will include an overall impression of the work done by the students
  - Balancing negative with positive comments
  - Using constructive criticism to provide positive suggestions for improvement
  - Asking questions which encourage reflection about the work
  - Explaining all your comments
  - Suggesting follow-up work and references
  - Suggesting specific ways to improve the assignment
  - Explaining the mark or the grade and explaining why it is not better or worse
  - Offering help with specific problems
  - Offering the opportunity to discuss the assignment and your comments.

Research shows that students are often unable to 'decode' written feedback and are unaware that feedback should be used to develop future work. Creating dialogue about feedback can help to address these problems and having this discussion around feedback before submission is as important as feedback after submission. Therefore, tutors might want to consider introducing an additional seminar about assessment and feedback and using exemplar essays or exams or SDAs and projects for students to discuss when preparing assignments.

It is also recommended to explicitly state to students when feedback is to be provided and to make students aware that verbal, email, audio, peer and self-generated feedback are as important as written comments on essays/exams/projects.

It is important to provide feedback to students throughout the module, increasing the frequency with which feedback is supplied. In this way students are further supported in their progress during the course and in preparation for the final assessment. Given the variety of types of feedback, it is up to the tutor deciding the best way in which he/she would like to deliver the ongoing feedback to students (i.e. written mid-course feedback, conversation during contact hours, emailed feedback, peer-feedback during workshops, etc.). A mixed economy of ongoing feedback is encouraged.

### 30.4) Clarity and Quality

Providing transparent information on the type of assessment feedback mechanisms is vital both for tutors and students. Students should be informed at the start of their course:

- How their work will be assessed
- How assessment results will be communicated
- What format of ongoing feedback and final assessment feedback they may expect
- The extent of assessment feedback they may expect (which may take the form of a word-limit range, and may vary for different types of assessment)
- An agreed timeframe for the submission of assessed work and the provision of feedback, both throughout the academic year, and in individual instances
- Details of the assessment criteria and learning outcomes for the module/course and information on whether and how assessment feedback will be related to these criteria and outcomes

- Whether they will be expected to reflect on their own performance either informally, for example, in the context of personal development planning, or formally, through jointly planned and executed assignments or presentations
- That the first mark for summative assessments is provisional until its verification by the second marker and by the Board of Examiners
- Alternative options for assessment feedback and for further advice, should this be necessary
- The timescale for examinations appeal

Due to the fact that we have a diverse range of modules and a span of types of assessment and feedback, the most appropriate place to communicate all this information is a module's assessment and feedback rubric written and provided to students by each module's leader.

If requested, an example of this rubric can be provided to tutors by the IATL DUGS.

Tutors can also communicate this information during an allocated time during the module's delivery and/or in an additional seminar.

General information will also be provided to students in the IATL Student Handbook, issued to students by IATL.

## 31) Appendix 3

### 31.1) Mid-term Module Feedback Form

<b>IATL Mid-term Module Feedback Summary Form</b>	
Module Name: Convenor:	
Are students finding the academic level of the lectures/seminars appropriate?	
Are students finding the pace of the seminars/lectures appropriate?	
Are students finding the course material/lecture notes appropriate?	
Are students engaged with their learning? If not, what factors do you feel are affecting their involvement?	
Is the location of the lecture/seminar appropriate?	
Are there any follow-up actions, either by IATL or the convenor, that need to be taken as a result of the mid-term feedback?	
What method did you use to gather your mid-term module feedback? Did it work? Will you make any changes next time?	



## 32) Appendix 4

**UNIVERSITY OF WARWICK  
CONFIDENTIAL  
MITIGATING CIRCUMSTANCES DECLARATION FORM**

<b>FULL NAME:</b>	
<b>STUDENT NUMBER:</b>	
<b>COURSE:</b>	
<b>DEPARTMENT:</b>	
<b>STAGE OF STUDY (Please circle)</b>	<b>FOUNDATION / PRE-SESSIONAL / 1<sup>ST</sup> YEAR / 2<sup>ND</sup> YEAR / 3<sup>RD</sup> YEAR / 4<sup>TH</sup> YEAR / POSTGRADUATE TAUGHT</b>
<b>MODE OF STUDY (please circle)</b>	<b>Full time/Part-time/Distance Learning/Other</b>

This form should be completed if you want to make the University aware of any mitigating circumstances which you believe may have adversely affected your performance either during the year or in the examinations. **Please read the University Mitigating Circumstances guidance before completing the sections which apply to you.** Please refer to Departmental Guidance for details of deadlines and where to submit your form.

- a) **Please state the type of mitigation you are presenting (you may tick more than one box, and if “other”, please provide details):**

<input type="checkbox"/>	Serious accident or illness	<input type="checkbox"/>	Bereavement
<input type="checkbox"/>	Serious accident or illness of someone close	<input type="checkbox"/>	Abrupt change in personal circumstances
<input type="checkbox"/>	Significant changes in employment circumstances (part-time students only)	<input type="checkbox"/>	Late diagnosis of a specific learning difference
<input type="checkbox"/>	Deterioration of a permanent condition	<input type="checkbox"/>	Suffered bullying, harassment, victimization or threatening behavior
<input type="checkbox"/>	Other, including industrial action (please give details):		

- b) **Please state the length of time/period affected (giving dates), and details of any assessments affected:**

Period affected (please give start and end date)	Assessment(s) affected (including details of any deadline dates and examination dates)
Start date: End date:	

- c) Please provide further details of the mitigating circumstances and how they have affected your assessments:

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- d) Please indicate who you have contacted in relation to your mitigating circumstances (please tick more than one box if applicable and if “other” please provide further details):

<input type="checkbox"/>	Departmental Senior Tutor	<input type="checkbox"/>	Doctor
<input type="checkbox"/>	University Senior Tutor	<input type="checkbox"/>	Personal Tutor
<input type="checkbox"/>	Student Support Services	<input type="checkbox"/>	Residential Support
<input type="checkbox"/>	Students’ Union Advice Centre	<input type="checkbox"/>	University Counselling Services
<input type="checkbox"/>	Other:		

- e) Please give details of the evidence of your mitigating circumstances which you are providing with this form:

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- f) Please give details of any evidence which is currently outstanding, that you will provide to support your request, noting that this should be submitted before any deadlines notified to you by your department and no later than no than 5 working days in advance of the Mitigating Circumstances panel/pre-board meeting in your Department:

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I confirm that the information I have given is true and that I have read and understood the University Guidance on mitigating circumstances.

**SIGNED:**

**DATED:**

Please return a **signed copy** of this form and all supporting documentation to your Department **no later than 5 working days in advance of the Mitigating Circumstances panel/pre-board meeting in your Department**. All deadlines can be found in the guidance. Forms will not be accepted after the deadline unless there are exceptional reasons.

*Please note that the information you provide will be reviewed by the departmental mitigating circumstances pre-board in order to make a recommendation to the Board of Examiners about your case. The University will keep your full student record for six years after the end of the academic year in which you graduate from, other otherwise leave the University. After six years, the University will retain only the data necessary to identify you and confirm the dates you studied at the University, the degree and classification you were awarded and a transcript of your marks. All other personal data on your student record will be disposed of in a secure manner.*