IATL Interdisciplinary Module Guidance for Module Convenors and Tutors (2022-2023)

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IATL Interdisciplinary Modules
Guidance for Module Convenors and Tutors
(2022-2023)

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

Heather Meyer is the Director of Studies for IATL. If you have any questions please contact Heather.
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Elena Riva is the Director of Education for IATL. If you have any questions please contact Elena.
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Jonathan Heron is the Director of IATL. If you have any questions, please contact Jonny.
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Jo Wale is IATL's Head of Academic Projects and Administration with responsibility for our interdisciplinary modules.
Email: J.R.Wale@warwick.ac.uk Tel: 024 765 75124

Angela Ward is IATL's Interdisciplinary Module Coordinator and can help you with administrative questions you may have on topics such as attendance, assignment submissions and evaluation documents.
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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. A link to the electronic copy of the handbook can be found on IATL Convenors Team page.

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 link to the handbook on each module Moodle page and also at the following IATL webpage:

UG: https://warwick.ac.uk/fac/cross_fac/iatl/study/iatlugmodules/currentstudents
PG: https://warwick.ac.uk/fac/cross_fac/iatl/study/iatlpgmodules/currentstudents

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 IATL 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)
- 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 create a module proposal using the Online Module Approval system. Funding may be available to develop your ideas by applying for an IATL Project Support funding 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/

Submissions for new module approval proposals should be submitted through the online system, to be considered by IATL's Management & Education committee approximately three weeks before the meeting (please contact Jo Wale for deadlines in 2022-23). 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. Information and training on how to complete the online form can be found here

Submitted draft module proposals are initially considered by IATL's Module Approval Panel who will give initial feedback on your proposal before making its final recommendation on approval to IATL's Management & Education committee. The Management & Education Committee may approve the module immediately or ask for further changes/clarification. Once the module is approved, 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.

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 our module convenors to attend termly meetings where we review delivery of the interdisciplinary modules over the course of the academic year, discuss potential improvements to teaching and administrative processes. In September we provide an induction and information session

for those new to IATL and interdisciplinary teaching and also provide 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 consideration by IATL's Module Approval Panel and final 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 be made in the online system and reported to the Head of Academic Projects & Administration.

Amendments requiring approval 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 kitchen area of the IATL offices (Floor 2, Senate House, photocopier on the left-hand side). You can find guidance on how to link your computer to the IATL photocopiers 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 Coordinator 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 Studies know as soon as possible so that we can contact the student's department.

9.1) Recording Small Group Attendance on Tabula

Attendance is recorded in **Tabula** > Small Group Teaching.

Instructions on how to record attendance can be found at:
https://warwick.ac.uk/services/its/servicessupport/web/tabula/manual/small-group-teaching/recording-attendance/

New since 2020-21 – you can now record whether the student attended in person or remotely.

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 Coordinator 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 4) which requests a summary of students' thoughts on the location, level of content, pace, reading material and student engagement with the module. Convenors should also confirm the name of two student voice reps for the module.

12) Cancellation of Teaching Session

In the event of a session needing to be cancelled or postponed, please inform the Module Coordinator 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 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 and the students are well briefed about the marking criteria and procedures (e.g. whether the 20-point scale is being used (UG) or 0 – 100 scale (PG).
- Convenors can create marking criteria based on the University's 20-point-scale but these should be peer moderated to ensure the language is aligned with the generic descriptors.
- Late submission of undergraduate and postgraduate assessments is penalised at a rate of 5 percentage points per working day. 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 Head of Academic Projects & Administration or Module Coordinator can grant extensions to deadlines.
- We would really like our students to receive a beneficial and positive learning experience from their interdisciplinary module, and high quality and timely feedback is expected.

14) Word Limit/Length of Assessment Policy

The word limit prescribed for each piece of assessed coursework is a maximum. Assessments are designed to enable students to achieve excellent marks without writing to the limit and so your aim should always be to produce work that abides by the suggested word count.

Students must ensure an accurate word count is provided for all coursework submitted for assessment. It is recommended that Microsoft Word is used to determine the word count. Significant inaccuracies in declared word counts may occur an additional penalty.

The word count is defined as the number of words contained within the main body of the text which includes the following: titles, headings, summaries, in-text citations and quotations. The items excluded from the word count are as follows: table of contents, a list of acronyms, a glossary, tables, abstracts, footnotes, endnotes, a list of tables or figures. Bibliographies and appendices are also not included in the word count. Please note that appendices must not include material essential to the argument developed in the main body of the work.

Tutors will allow a discretionary 10% extension of the word length, however, they will not take into account anything which is written after the 10% extension. This could have severe repercussions on

your mark, as your concluding paragraphs will not be read, so please make sure that your work does not exceed the maximum word length allowed.

For assignments in which a word count is challenging to 'translate' into another medium (e.g., the student devised assessment), your target for the work you submit (e.g. video, podcast, recorded presentation) should be within the maximum length specified by the module convenor in the assessment brief. The assessment brief should also provide a suggested total length of time for your submission to be 'experienced' if supplementary material (e.g. a reflective piece) is also submitted. As a guide, the maximum length of time for an assessment worth 100% of a 15 CATS module to be 'experienced' should be about 30 minutes.

If your work exceeds the maximum length allowed, the following penalty will be applied:

- 1 mark deducted for every 1% over the 10% extension of the word/time limit. (For example, 5 marks will be deducted for work 15% over the limit, 10 marks will be deducted for work 20 % over the limit, etc.)
- There will be an upper limit of a 20-mark penalty for exceeding the word/time limit.

IATL does not impose a penalty for work that is under-length. Under-length work is dealt with by the normal provisions of the marking scheme.

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 Head of Academic Projects & Administration or Module Coordinator 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 Preboard 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

A new Mitigating Circumstances portal has been in use since Sept 30th 2019 to replace the old system of paper forms. There is no change to MC policy, but how students submit MCs and how departments manage the workflow around MCs has changed. Help manuals for further information can be found at
https://warwick.ac.uk/services/its/servicessupport/web/tabula/manual/cm2/mit-circs

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 submit mitigating circumstances through their personal Tabula page https://tabula.warwick.ac.uk/profiles/view/me/personalcircs (*note: this links to the students personal page, so won't work if a member of staff clicks the link*). Instructions and a video walk through showing how a student declares a mitigating circumstance on Tabula can be viewed at
https://warwick.ac.uk/services/its/servicessupport/web/tabula/manual/cm2/mit-circs/declare

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)	The Mitigating Circumstances Committee

All Mitigating Circumstances are considered by the home department's Mitigating Circumstances Committee at the beginning of June. Members of this committee will consider applications from students in strict confidence.

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

For modules marked in accordance with the University's 20-point scale (see table on page 14), the process for marking work and calculating module results is as follows:

- For each unit of assessment, a mark should be assigned by considering the assignment-specific marking criteria.

- The creation of assignment-specific criteria is best practice, and we encourage this. These criteria should be differentiated in the way they are differentiated in the 20-point scale.

- IATL require the assignment-specific marking criteria and your assignment brief to be peer-reviewed (ideally by someone from another discipline) before they are released to students.

- 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 University Guidance on Scaling. IATL module board agrees scaling of marks only if recommended by the External Examiner and approved by the Board.

University 20-point Marking Scale

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	82	
	Lower Mid	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

18) 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. IATL has elected not to specify that all elements of the module must be passed as it is the home department who makes the resit decisions in accordance with their own examination board conventions.

(d) The process for marking work and calculating module results for Postgraduate modules is as follows:

- For each unit of assessment, a mark should be assigned by considering the assignment-specific marking criteria.
- The creation of assessment-specific criteria is best practice, and we encourage this. These criteria should be differentiated through descriptors at a postgraduate level. Here are some [examples](#).
- IATL require the assignment-specific marking criteria and your assignment brief to be peer-reviewed (ideally by someone from another discipline) before they are released to students.

19) IATL Marking Process

In accordance with university policy, IATL module assessments **must** be marked within 4 weeks (20 working days) and the marks and feedback uploaded to Tabula. 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 Coordinator once the assessments have been first marked and second marked. The Module Coordinator 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 Coordinator will be responsible for publishing marks to students.

Moderation is required for all assessments weighted at more than 3 CATS. This includes essays and alternative forms of assessment. Where an assessment requiring moderation involves presentations, practical work or performance it should be observed by either one or 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 moderation.

19.1) IATL Moderation Policy

Why Moderate?

In line with the University guidance on moderation, IATL undertakes moderation of assessment for the following reasons:

- To ensure fairness, accuracy and consistency in both marking and the provision of feedback.
- To certify that marks accurately reflect achievement against the learning outcomes set.
- To assure that the quality and integrity of the University's certification of student achievement is clear and robust for students and staff within the University, as well as other stakeholders.
- To contribute to the continuous critical evaluation and enhancement of assessment practices in order to improve the quality of student learning opportunities.

IATL's Moderation Process

This process applies to IATL's portfolio of standalone undergraduate and postgraduate modules as well as its PGA in Interdisciplinary Pedagogy. The first stage of IATL's moderation occurs at the individual module level to ensure:

- the consistency of marking within assessment components;
- the consistency of marking across assessment components within a module;
- that any differences in academic judgement or procedural irregularity in marking are acknowledged, recorded and addressed.

- that marking within each assessment component is appropriate and, if not, the University's policy on scaling of marks applied.
- that suitable feedback has been provided.

The second level of IATL's moderation occurs across IATL's module portfolio to ensure:

- the quality of marking and feedback across IATL's module portfolio is consistent.
- the quality of marking and feedback on an individual module looking back historically over time is consistent.

Assessments Requiring Moderation

In accordance with the University's moderation guidance, IATL moderates all components of summative assessments within a module except where the assessment component is weighted 3 credits or less (i.e. the assessment weighting is 20% or less of a 15 credit module) unless the marking is being undertaken by inexperienced markers.

Methods of Moderation

For IATL's portfolio of standalone modules, the following methods of moderation are employed:

1) Double-informed Marking (or Double-Seen Marking)

   IATL uses the Double Seen marking workflow on Tabula whereby the first marker marks the assessment and provides feedback. The second marker then second marks the full cohort with sight of the first marker's marks and feedback. The mark is then confirmed or amended following discussion between the two markers.

   IATL considers this form of moderation to be good practice when moderating interdisciplinary assignments. This is due to the complex nature of interdisciplinary work where the assignments produced occupy different disciplinary perspectives and critically evaluate knowledge from a broad range of disciplines. In addition, experience has shown that different disciplines approach marking in slightly different ways. To ensure a consistent and more balanced approach to marking, IATL's approach, therefore, is to have two markers who, wherever possible, have different disciplinary backgrounds.

2) Performances, Presentations or Practical Examinations

   Where an assessment involves a performance, a presentation or some other kind of practical examination, it is IATL's policy to ensure the assessment is observed by two markers and is recorded (with student permission) for external examining purposes. The agreed feedback of the two markers should be entered into Tabula by the first marker.

3) Sampled Moderation

   On rare occasions, with prior approval, sampled moderation may be allowed. In order for approval to be granted the following conditions would need to be met:
   i)   That the first marker is an experienced marker.
   ii)   That the module is an established part of the portfolio with no recent changes to the assessment method.
   iii) That the moderator samples a meaningful proportion of the work including examples from each class boundary, all failed candidates, all high first-class work, any work flagged by the first marker as difficult to mark and a minimum of 8 examples within the sample.
   iv)   That the double-informed marking workflow is used on Tabula with the moderator selecting an appropriate sample as outlined above.

4) <u>External Moderation</u>

Following the completion of IATL's internal moderation, samples of work will be selected for external moderation following these general principles:

  i)   The role of external moderation is to review the moderation process and not to review individual marks.

  ii)   The external examiner should be presented with a complete set of marks and a random sample of scripts.

  iii) The external examiner should be provided with a clear explanation of the marking/moderation process that has been undertaken.

  iv)   That the sample of scripts should contain all failed candidates plus examples from each class boundary with the sample to include a minimum of 8 scripts.

Other Considerations

- Any adjustment to a mark through the moderation process should be aligned to the 20-point marking scale (or similar at postgraduate level).

- In the event of the first and second marker agreeing a mark of 100%, a third marker external to the department to the module should be asked to confirm the mark.

- Any moderation to marks through the scaling process should be in line with University guidance and be prompted by a module cohort having unusually high or low average marks and with the marks being outline of line with those achieved by students in previous years.

- Scaling of marks should be discussed at IATL's pre-board with the module convenors present before being agreed at IATL's final board where serious account should be taken of the views of the external examiners.

- The feedback and moderation process should be completed within the University's 20-working days turnaround time deadline.

- When feedback is provided before an examination board has taken place, it should be clearly communicated to students that the marks and feedback are provisional.

Oversight of IATL's Moderation Process

IATL's Management & Education Committee will review and approve all moderation choices on an annual basis before the External Examiners are informed of IATL's practice. The Management & Education Committee will ensure that all internal markers and IATL's external examiners have a clear understanding of their roles and responsibilities.

19.2)   Additional Guidance on Moderation

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 for undergraduate students 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 undergraduate 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 Studies for advice in the first instance.

19.3) External Moderation

The QAA Code states that 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 an arbitrator.

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.

All IATL module convenors are required to provide the External Examiner with a report which provides their reflections on the delivery of the module that year, their plans on how to develop the module further in the next academic year, commentary on the assessment and confirmation that all (or a sample) of the scripts have been second marked. In addition, module convenors should relay in their report any special instructions for the External on action expected when validating the marking process. The Module Coordinator will then select a sample of scripts across the range of marks and send these to the External Examiner.

19.4) 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.

20) Marking and Feedback to Students 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 Coordinator 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 Coordinator will then release the marks to the students.

21) 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 poor academic practice; plagiarism or collusion. If any of assignments require further investigation, please contact the Module Coordinator who will advise you 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 Coordinator will ensure all penalties are applied before marks are released to the students.

At meetings held in the summer term 2021, the Senate approved new guidance on dealing with academic misconduct in assessed work.

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

Regulation 11 Academic Integrity sets out definitions, principles, responsibilities, and processes relating to cases of suspected academic misconduct. This new version of the regulation took effect from 4 October 2021

The regulation is supplemented by detailed guidance, which is what the University considers to be best practice. A table linking the guidance to the regulation is also provided.

The university's Proofreading Policy provides a framework for acceptable use of proofreading. It sets out expectations, acceptable practices and exceptions.

Read a summary of key points

22) 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 and postgraduate coursework.

If a student submits a piece of assessed coursework late on a module marked according to the 20-point marking scale (UG) or 100-point marking scale (PG), the coursework should be marked as normal using the scale, and the penalty (5, 10, 15 marks etc) will be applied by the Module Coordinator once the mark has been returned to admin. The final mark, after deducting the penalty, does not need to be one of the points on the 20-point scale.

23) 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 Head of Academic Projects & Administration as soon as possible as it may be possible to seek approval for an extension on your behalf.

Please see IATL's Feedback Strategy (Appendix 2) for more information and IATL feedback guidance.

Module Evaluation

24) Module Feedback from Students

As with all modules at Warwick, asking students to evaluate the module in the final session is essential. IATL uses the University's online evaluation process via Moodle.

IT Services will set up a link to the online feedback form within your module Moodle page. The form will include general questions two questions specific for IATL modules and you will also have the option of adding one question specific to your module. Students will then be able to access the feedback form from their devices until one week after the end of the module.

Please dedicate 10 minutes of your final session to provide students with time to complete the online evaluation. If any students are absent from the final session, please contact them and remind them to access the module evaluation link via their Moodle page.

In addition to this feedback, IATL will organise a meeting with the student voice reps in order to capture further the voices and experiences of the cohorts.

An analysis of the module evaluation received will be undertaken by IATL and will inform the future development of our modules. As previously, the collection of this formal feedback, in line with University requirements, does not prevent IATL module convenors from collecting additional 'informal' feedback in whatever shape or format preferred. Please to feel free to share any additional feedback with us as we love to receive as much feedback as possible from students.

25) External Examiner Evaluation

IATL's two external examiners are Professor Angela Woods and Professor Martin Weller.

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 Coordinator to ensure that samples of work are prepared ready to be delivered to the External Examiner well in advance of the June Board of Examiner meeting.

The following information needs to be provided to IATL's External Examiners 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);
- Criteria for selecting the size and composition of the sample of scripts;
- Confirmation that second marking has taken place, and what it entailed;
- Any 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 Assignment Brief and Marking Criteria for each assessment component;
- 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 Head of Academic Projects & Administration and Module Coordinator 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.

26) 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 Studies, the Head of Academic Projects & Administration, and all module convenors. A response to the External Examiner report will be submitted to E-Vision by the 30 September each year.

27) 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.

27.1)   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/
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).

27.2)   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 Studies.
iv)   The Module Convenor should discuss the outcome of their investigation with the Director of 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.

27.3) 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.

27.4) 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.

28) Appendix 1

28.1)   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.

28.2)   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.

28.3)   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.

28.4) 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.

28.5) Feedback

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

28.6) 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.

29) Appendix 2

29.1)   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.

29.2)   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 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.

Feedback should be concerning the submitted piece only, and not on overall student performance on the module.

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.

29.3)   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.

29.4)   Clarity and Quality

Providing transparent information on the type of assessment feedback mechanisms is vital both for tutors and students. All modules must have an assignment brief and marking criteria available to students from the first day of class. 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.

30) Appendix 3

IATL Moderation Policy

Why Moderate?
In line with the University guidance on moderation, IATL undertakes moderation of assessment for the following reasons:
- To ensure fairness, accuracy and consistency in both marking and the provision of feedback.
- To certify that marks accurately reflect achievement against the learning outcomes set.
- To assure that the quality and integrity of the University's certification of student achievement is clear and robust for students and staff within the University, as well as other stakeholders.
- To contribute to the continuous critical evaluation and enhancement of assessment practices in order to improve the quality of student learning opportunities.

IATL's Moderation Process
This process applies to IATL's portfolio of standalone undergraduate and postgraduate modules as well as its PGA in Interdisciplinary Pedagogy. The first stage of IATL's moderation occurs at the individual module level to ensure:
- the consistency of marking within assessment components;
- the consistency of marking across assessment components within a module;
- that any differences in academic judgement or procedural irregularity in marking are acknowledged, recorded and addressed.
- that marking within each assessment component is appropriate and, if not, the University's policy on scaling of marks applied.
- that suitable feedback has been provided.

The second level of IATL's moderation occurs across IATL's module portfolio to ensure:
- the quality of marking and feedback across IATL's module portfolio is consistent.
- the quality of marking and feedback on an individual module looking back historically over time is consistent.

Assessments Requiring Moderation
In accordance with the University's moderation guidance, IATL moderates all components of summative assessments within a module except where the assessment component is weighted 3 credits or less (i.e. the assessment weighting is 20% or less of a 15 credit module) unless the marking is being undertaken by inexperienced markers.

Methods of Moderation
For IATL's portfolio of standalone modules, the following methods of moderation are employed:
5) Double-informed Marking (or Double-Seen Marking)

   IATL uses the Double Seen marking workflow on Tabula whereby the first marker marks the assessment and provides feedback. The second marker then second marks the full cohort with sight of the first marker's marks and feedback. The mark is then confirmed or amended following discussion between the two markers.

   IATL considers this form of moderation to be good practice when moderating interdisciplinary assignments. This is due to the complex nature of interdisciplinary work where the

assignments produced occupy different disciplinary perspectives and critically evaluate knowledge from a broad range of disciplines. In addition, experience has shown that different disciplines approach marking in slightly different ways. To ensure a consistent and more balanced approach to marking, IATL's approach, therefore, is to have two markers who, wherever possible, have different disciplinary backgrounds.

6) <u>Performances, Presentations or Practical Examinations</u>

Where an assessment involves a performance, a presentation or some other kind of practical examination, it is IATL's policy to ensure the assessment is observed by two markers and is recorded (with student permission) for external examining purposes. The agreed feedback of the two markers should be entered into Tabula by the first marker.

7) <u>Sampled Moderation</u>

On rare occasions, with prior approval, sampled moderation may be allowed. In order for approval to be granted the following conditions would need to be met:

   v) That the first marker is an experienced marker.

   vi) That the module is an established part of the portfolio with no recent changes to the assessment method.

   vii) That the moderator samples a meaningful proportion of the work including examples from each class boundary, all failed candidates, all high first-class work, any work flagged by the first marker as difficult to mark and a minimum of 8 examples within the sample.

   viii) That the double-informed marking workflow is used on Tabula with the moderator selecting an appropriate sample as outlined above.

8) <u>External Moderation</u>

Following the completion of IATL's internal moderation, samples of work will be selected for external moderation following these general principles:

   v) The role of external moderation is to review the moderation process and not to review individual marks.

   vi) The external examiner should be presented with a complete set of marks and a random sample of scripts.

   vii) The external examiner should be provided with a clear explanation of the marking/moderation process that has been undertaken.

   viii) That the sample of scripts should contain all failed candidates plus examples from each class boundary with the sample to include a minimum of 8 scripts.

Other Considerations

- Any adjustment to a mark through the moderation process should be aligned to the 20-point marking scale.
- In the event of the first and second marker agreeing a mark of 100%, a third marker external to the module should be asked to confirm the mark.
- Any moderation to marks through the scaling process should be in line with University guidance and be prompted by a module cohort having unusually high or low average marks and with the marks being outline of line with those achieved by students in previous years.

- Scaling of marks should be discussed at IATL's pre-board with the module convenors present before being agreed at IATL's final board where serious account should be taken of the views of the external examiners.
- The feedback and moderation process should be completed within the University's 20-working days turnaround time deadline.
- When feedback is provided before an examination board has taken place, it should be clearly communicated to students that the marks and feedback are provisional.

Oversight of IATL's Moderation Process

IATL's Management & Education Committee will review and approve all moderation choices on an annual basis before the External Examiners are informed of IATL's practice. The Management & Education Committee will ensure that all internal markers and IATL's external examiners have a clear understanding of their roles and responsibilities.

May 2021

31) Appendix 4

Mid-term Module Feedback Form

IATL Mid-term Module Feedback Summary Form	
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?	
Provide the name of your two Student Voice representatives	
Any additional notes/observations	
Any students/issues to flag for follow up (eg poor attendance, wellbeing concern)	

32) Appendix 5

32.1)   IATL Moodle Guidance for IATL Modules' Convenors (UG and PG)

IATL is fully supportive of the use of virtual learning tools for the enhancement of the teaching and learning space and students' experience. If interested, convenors are invited to explore and utilise different digital pedagogies and spaces that can be used, translated and adapted within the interdisciplinary learning environment and to share their findings with colleagues.

While there is a great openness to the use of diverse VLEs, all IATL modules convenors need to utilise [Moodle](), alongside other additional spaces (if such spaces are adopted by the convenors). The usage of the different tools available within Moodle is up to the convenors. Nevertheless, all IATL modules' convenors need to ensure that a basic level of information is present on their Moodle page. This is crucial to IATL in order to provide a more homogeneous IATL students' experience and to guarantee a minimum level of support to IATL students that are unable to be physically be present during the modules' sessions. In addition, it should be noted that with effect from the 2019/20 academic year, access to IATL's Moodle pages will be provided to IATL's external examiners.

Therefore, on each IATL module Moodle page, the convenors will need to provide technical information regarding the module such as day, time and location, name of convenors and their contacts (emails).

In addition, students need to be able to find:

➢ A link to the IATL Student Handbook;

➢ Talis Reading List

➢ A brief outline of each session of the module accompanied by the relevant reading list;
➢ The module's learning outcomes;
➢ The module's assessment rubrics, alongside detailed and up-to-date information on the assessment tasks, assessment criteria and assessment deadlines
➢ Information on available assessment support as well as how to request it.

To assist with this, IATL provides a Moodle Template for convenors to edit as required.

IATL utilises Moodle for collecting general feedback about modules.

It is essential that students are made aware of the existence of their module's Moodle page.

Moodle offers many tools (see slides and paper attached) and modules' convenors are invited to contact IT Services and in particular Kerry Pinny (k.pinny@warwick.ac.uk) if they would like to be supported in exploring Moodle potentials.

IATL is committed to organise opportunities for sharing digital practices and how these can impact/enhance our interdisciplinary provision within our community of modules' convenors.
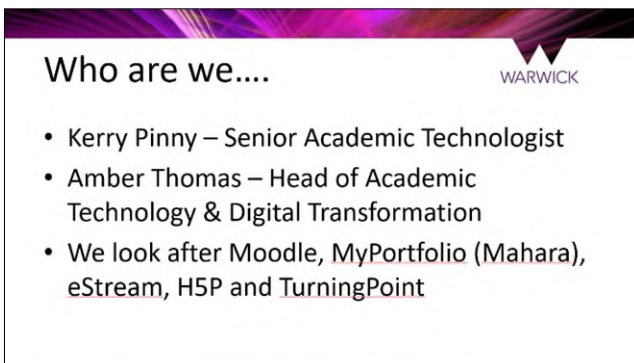
Introduction to Moodle for IATL WARWICK

moodle.warwick.ac.uk

Useful to know

► Guest and Category Access
► External Collaborator Access
  – ITs Account can be requested
► External Speakers
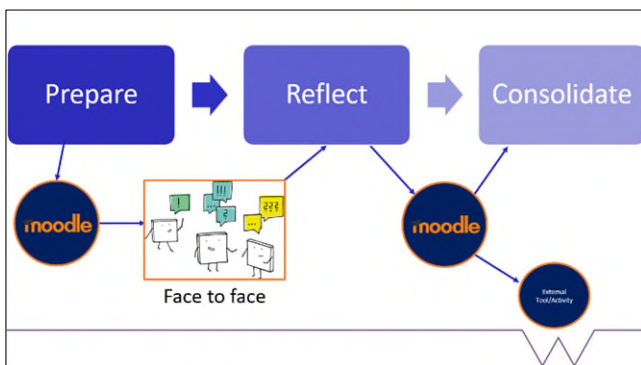 – BB Collaborate
  – StarLeaf
  – Via Audio Visual Services

Who are we…. WARWICK

• Kerry Pinny – Senior Academic Technologist
• Amber Thomas – Head of Academic Technology & Digital Transformation
• We look after Moodle, MyPortfolio (Mahara), eStream, H5P and TurningPoint

Useful to know

► Guest and Category Access
► External Collaborator Access
  – ITs Account can be requested
► External Speakers
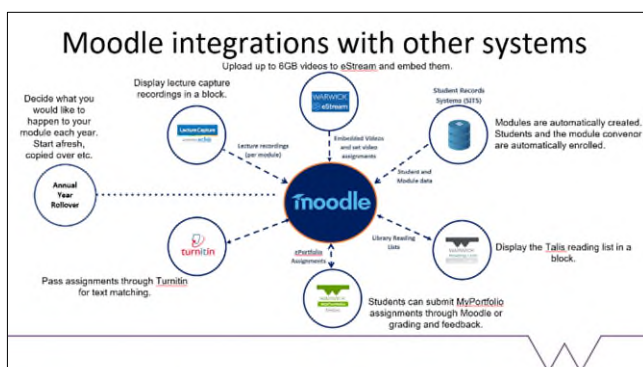 – BB Collaborate
  – StarLeaf
  – Via Audio Visual Services

Reflective Practice

► Personal blog
► MyPortfolio

Peer Review

► Workshop

Moodle integrations with other systems

Collaborative/Group

► Glossary
► Database
► Wiki
► Group submitted assignments
► Forum

Assessment

▶ Quiz tool
  − Self assessment
  − Pre and post
  − Formative and summative
▶ Submit any file type
  − Including eStream and MyPortfolio
▶ Turnitin integration

Communication

▶ Announcements
▶ MyWarwick App Notifications
▶ Forums
▶ Link out to other tools

In-class Participation

▶ TurningPoint (formerly ResponseWare)
  − Assess prior knowledge
  − Check understanding
  − Survey students on difficult topics
  − Anonymity +-

Contact us

▶ **Helpdesk** – email helpdesk@warwick.ac.uk
                        moodle@warwick.ac.uk
▶ **Help Guides**
  Step by step guidance available for Moodle (and other learning tools)
  Search through Warwick InSite for 'Academic Technology'
  Click on Teaching > Help Guides
  https://warwick.ac.uk/services/its/servicessupport/academictechnology/teaching/guides/

▶ **Drop in** - Wednesday's Library Teaching Grid 2 – 4 pm
▶ One Wednesday per month in CPD Lounge, Medical School

▶ **Training sessions** – We deliver training sessions for Moodle, Moodle Quizzes, H5P, TurningPoint
  ResponseWare and MyPortfolio (Mahara).
  Book through the IT Services training catalogue

34 Appendix 6

IATL Research Ethics Sub-Committee

How to apply/What to submit/Review Process

While the majority of research completed in the Institute does not need ethical approval, occasionally research does require the involvement of human participants, through methods such as surveys, interviews and focus groups, to collect pertinent information from different groups of people. In order to streamline processes and reduce the need to refer all applications to HSSREC, HSSREC has granted the Institute the right to set up a sub-committee to consider such applications for research undertaken by Undergraduate, Postgraduate Taught, or Postgraduate Research Students. Staff research must be approved by HSSREC.

Who to apply to for REC approval

In line with University Regulation, REC approval is required for all research at the Institute that involves human participants and their data. The overview below sets out which REC needs to be approached, depending on the nature and scope of the research:

- **Institute for Advanced Teaching and Learning (IATL) REC sub-committee:**

If the project is low risk, i.e. it involves adult participants who can provide informed consent. Projects involving the collection of personal data need to ensure that they comply with the Data Protection Act and follow University of Warwick procedures for the secure storage of these data.

- **HSSREC: Any applications which fall into the following categories will be referred directly to HSSREC:**

1. The project involves vulnerable people, e.g. children and young people, those with a learning disability or cognitive impairment, or individuals in a dependent or unequal relationship
2. If the project involves sensitive topics or potentially offensive material (e.g. sexual behaviour, participants' illegal or political behaviour, their experience of violence, their abuse or exploitation, their mental health, or their gender or ethnic status)
3. If the research poses significant risk to the researcher or the participant (e.g. involving one-to-one interviews without other people in the nearby vicinity)
4. Research which will be conducted overseas in a country deemed to be high-risk.

In cases where the student is jointly supervised with another Institution, if ethical approval has been granted by another institution's ethics committee it should not be necessary to submit the study for approval at the University of Warwick. However, we will request copies of the approval granted before the research commences.

How to apply for ethical approval

• The application process starts as soon as the research project has been identified.

• The application will be submitted by the student in consultation with their supervisor/ module convenor.

• Research ethics applications of undergraduate students, postgraduate taught or research students will be reviewed by the IATL Ethics Officer.

• Students and Supervisors/Module Convenors are advised to read the Guidelines of HSSREC before completing the application form.

• Students should also complete the online Epigeum training before beginning their research.

What to submit to the sub-committee

The documents to be submitted are the same as those required for HSSREC approval:

- Application form (asking for general information, project details, information about participants, data, publications, further information and signatures of both student and supervisor)
- Participant information sheet (including details about the complaints procedure and the University of Warwick's minimum of 10-year data retention policy)
- Consent form
- Copies of any relevant authorisations
- Recruitment material (posters, copy of letters or emails to recruit participants, etc.)
- NB: If research is to be conducted overseas, a copy of the Information sheet and Consent form should also be submitted in the research participants' first language.

All the required forms can be found at https://warwick.ac.uk/fac/cross_fac/iatl/study/ethics/

Further information and guidelines, can be accessed on the HSSREC webpage.

How to submit documents

Applications to the sub-committee should be sent to via email to **iatl.modules@warwick.ac.uk,** specifying in the Subject of your email that it is a submission for Ethical approval.

The Institute administrator will forward them to the sub-committee members and keep copies of the applications on the Institute shared drive.

Review process

The members of the sub-committee will discuss the application and decide as follows, usually within a 2 week period:

- Approved – no amendment
- Conditionally Approved – minor amendments required
- Resubmit – needs to be resubmitted with substantial amendments
- Rejected – ethically unsound.
- Referred to HSSREC (cases deemed to carry a high risk to either the student and/or participants)

The applicant will be informed by the Institute administrator about the decision via email.

Applicants have a right to appeal the Committee's decision to reject an application. The appeal process is carried out by the Humanities & Social Sciences Research Ethics Committee (HSSREC).

Changes to research projects after approval has been given

The Sub-committee's approval must be sought for any substantial change made to a project. If you are in any doubt about whether the change you are making is sufficiently substantial to require further ethics committee review please contact the Director of Research in the first instance.

Examples of substantial changes that would require the Committee's approval include those relating to:

- recruitment strategies
- rewording of any documentation including letters or information sheets

The Committee and Chair's action

Composition of Sub-Committee:

- IATL Ethics Officer and Director of Studies
- Two IATL Module Convenors
- Two IATL Teaching Fellows
- All committee members will have completed the relevant training prior to any reviews being conducted.

Chair's Action may be taken (with the advice of other Committee members if appropriate) to:

- determine whether or not an application falls within the remit of the Committee;
- confirm the approval of conditionally-approved protocols when the conditions have been met;
- approve protocol amendments which are typographical corrections, minor redrafting or administrative points;
- note correspondence received for information only.

Accountability

The IATL sub-committee is accountable to HSSREC, which is itself accountable to the University's Research Governance and Ethics Committee and is required to report regularly to the University through this Committee. The sub-committee will provide internal reports to HSSREC to feed into HSSREC's own reporting requirements, as required by HSSREC.

A log of all applications will be kept, including the following headings:

- Student name and number
- Level of study
- Title of research project
- Supervisor/Module Convenor
- Application outcome (e.g. amendments required, approved – no amendments, etc.)
- Date approval granted

All paperwork for REC applications will be saved in an electronic directory, accessible to the committee members and the administration team.

Links to the IATL Research Form, Participant information and the Consent Form can all be found at: https://warwick.ac.uk/fac/cross_fac/iatl/study/ethics/