Welcome to IATL

We’re pleased you’ve chosen to study with IATL. This handbook aims to offer guidance, advice and policy to students working on IATL modules in terms of assessment, attendance, and the relationship of the work students do with us to their home Department.

IATL hosts a number of cross-faculty modules. Taught and research postgraduate students from across the University faculties are now able to work together on one or more of IATL’s interdisciplinary modules. These modules are designed to help you 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.

All postgraduate students (whether PGT or PGR) are welcome to take IATL modules. However, PGR students should note that while they are warmly invited to audit these modules, they are not currently able to take these modules for credit, and priority will be given in assigning places to PGT students who are taking the modules for credit.

Interdisciplinarity

What is Interdisciplinary learning?

When intellectuality is premised on rediscovery and rethinking, resocialisation and reintellectualisation, interdisciplinarity becomes not just a way of doing things but a new way of knowing.


Interdisciplinary study will benefit you in your time at Warwick and beyond by broadening your educational horizons, encouraging you to step outside of your comfort zone, and supporting you in working with students and staff from disciplines other than your own.

Why take an Interdisciplinary module?

Excitement: Many academics and administrators in universities see interdisciplinarity as the future. Single disciplinary knowledge is a necessary but no longer sufficient means of addressing the major issues that confront what is an increasingly globalised world, the complexities of which militate against a single angle or focus. Each of IATL’s module tutors is invested in this idea, and committed to the idea of problem-based learning.

Enrichment: Why have several academic disciplines turned to focus on memory – and what might this mean for the future? How might we bring together science writing, literature, theatre, history and film to better understand the mind and mental illness? Which tools do we need to prepare for settlement on another world? What happens when the disciplines of chemistry, life sciences, engineering, astrophysics, media policy studies, law and medicine come together to consider issues related to water? How can we use experimental and creative practice to study the environment and its relationship with human performance, education and philosophy?
“As a taught student (UG or PGT), it can feel like an essay is handed in and grades received never to be spoken of again – all knowledge of the books you crammed into your brain erased. One of the greatest strengths of IATL’s module offering is that it encourages students to take responsibility in their learning, to connect the dots between disciplines and between prior educational experiences.” Emily Dunford (English) on The Medical Mind in Literature and Culture.

**Employment:** By engaging with these and other issues you are shaping not only your own future, but that of society more broadly. Crucially, also, you are making yourself more employable. Interdisciplinary modules require, by their very nature, a number of the key skills the CBI identify as vital in graduate employability, including “the ability to use and assimilate knowledge ... research skills, complex problem-solving skills and analysis”.

**Enjoyment:** There is no better way to mix with fellow students from different disciplines in and academic environment. Learn new things, new ways of thinking and researching, share your own insights and knowledge.

### 2.3 What does Interdisciplinarity mean?

Although interdisciplinarity can be defined in theoretical terms, there is great variation in how individuals interpret it and how it is formulated in practice:

Interdisciplinarity has been variously defined in this century: as a methodology, a concept, a process, a way of thinking, a philosophy, and a reflexive ideology... Interdisciplinarity is a means of solving problems and answering questions that cannot be satisfactorily addressed using single methods or approaches” (Klein 1990: 196).

At IATL we define multidisciplinarity as the encounter with knowledge sets, methodologies and skills from more than one established academic discipline. Interdisciplinarity combines this with reflection on the relationships between the sets of knowledges, skills and methodologies explored, and transdisciplinarity begins the process of synthesis between these elements as, driven by the study of a particular problem, normally stable boundaries are transgressed. We do not always reach the transdisciplinary stage, but we always seek to move in that direction.

On these modules you will, therefore, do the following:

- Develop conceptual links using a perspective in one discipline to modify a perspective in another;
- Recognize a new level of organization with its own processes in order to solve unsolved problems within existing disciplines or problems that lie beyond the scope of any one discipline;
- Use research techniques developed in one discipline to elaborate a theoretical model in another;
- Modify and extend a theoretical framework from one domain to apply in another;
- Develop a new theoretical framework that may reconceptualize research in separate domains as it attempts to integrate them;
- Address broad issues and/or complex questions spanning more than one disciplinary field.

(Bechtel 1986 46-7).

### Seminar Times and Locations 2019/20

#### AUTUMN TERM 2019

<table>
<thead>
<tr>
<th>Module</th>
<th>CATS</th>
<th>Assessment</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL901 The Medical Mind in Literature and Culture</td>
<td>20, 30 or 36</td>
<td>A</td>
<td>Friday 10:00 – 12:00</td>
<td>SH2.05, Senate House, Second Floor</td>
</tr>
</tbody>
</table>

#### SPRING TERM 2020

<table>
<thead>
<tr>
<th>Module</th>
<th>CATS</th>
<th>Assessment</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL905 Thinking Water</td>
<td>10, 15, 20 or 30</td>
<td>A</td>
<td>Fridays 10:00 – 12:00</td>
<td>H0.02, Humanities</td>
</tr>
<tr>
<td>IL907 Habitation in the Universe</td>
<td>10 or 20</td>
<td>A</td>
<td>Tuesdays 12:00 – 14:00</td>
<td>SH2.05, Senate House, Second Floor</td>
</tr>
<tr>
<td>IL920 Science in Context</td>
<td>10, 15 or 20</td>
<td>A</td>
<td>Tuesdays 15:00 – 17:00</td>
<td>SH2.05, Senate House, Second Floor</td>
</tr>
<tr>
<td>IL921 Food: The Medium is the Message</td>
<td>10,15,20 or 30</td>
<td>A</td>
<td>Wednesdays 10:00 – 12:00</td>
<td>Humanities Studio</td>
</tr>
<tr>
<td>IL922 Skin: In Theory and Praxis</td>
<td>15, 20 or 30</td>
<td>A</td>
<td>Wednesdays 10:00 – 12:00</td>
<td>OC1.03, Oculus Building</td>
</tr>
</tbody>
</table>

#### TERM 2 EASTER VACATION

<table>
<thead>
<tr>
<th>Module</th>
<th>CATS</th>
<th>Assessment</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL913 Urban Resilience, Disasters and Data</td>
<td>15 or 30</td>
<td>A</td>
<td>w/c 30&lt;sup&gt;th&lt;/sup&gt; March 2020: Monday to Friday 09:00 to 17:00</td>
<td>A2.05b, Engineering</td>
</tr>
</tbody>
</table>

#### SUMMER TERM 2020

<table>
<thead>
<tr>
<th>Module</th>
<th>CATS</th>
<th>Assessment</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL915 Humanitarian Law</td>
<td>15 or 20</td>
<td>A</td>
<td>09:00 – 16:00 Thursday - Friday Week 1 (w/c 20 April 2020); Tuesday – Thursday Week 2 (w/c 27 April 2018)</td>
<td>R2.41 Ramphal Building</td>
</tr>
</tbody>
</table>

Module Assessment types  
A = 100% Assessed  
B = 100% Examined  
C = 50% Assessed/50% Examined  
D = 60% Examined/40% Assessed

Please check the module webpages to ensure that no changes have been made to times and teaching locations: [http://www2.warwick.ac.uk/fac/cross_fac/iatl/activities/modules/pgmodules](http://www2.warwick.ac.uk/fac/cross_fac/iatl/activities/modules/pgmodules).

To locate the teaching spaces for your module, please type the name or number of the room into the interactive campus map: [http://www2.warwick.ac.uk/about/visiting/maps/interactive](http://www2.warwick.ac.uk/about/visiting/maps/interactive)
4 Attendance

4.1 Absence from Seminar Policy

Attendance at small and large classes is a course requirement. If you cannot attend a seminar group please let the module leader know in advance. If you have not been able to warn about your absence in advance then you should let the module leader know why as soon as possible afterwards. Attendance at each small group class will be recorded. If you miss classes often the module leader may ask you why; and you may then be required to produce additional work. As an ultimate sanction there is a University procedure for terminating your registration if you fail to do the work your home department expects of you (See Regulation 36, University Calendar: http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/).

Please refer to your home department’s handbook for information on their attendance monitoring policy.

Please note also that the University is required to monitor attendance in line with immigration legislation and regulatory requirements.

4.2 Reading Week

Many IATL modules do not have a reading week. Please check your module webpage to see if your module does. If there is a reading week it will usually take place during Week Six of the autumn and spring terms. It means that there are no lectures, seminars or tutorials that week. This is intended to allow you to consolidate your work and prepare material for the second half of term.

Please check whether your tutor holds office hours during reading week.

5 Assessment

There are a variety of forms of assessment on IATL modules. Please see your individual module webpages for more details on how you will be assessed for the modules you have selected.

The deadlines for assessment can be found on Tabula.

Further guidance on the University’s requirements for taught Postgraduate Awards can be found at http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/ptg/.

Please note that in the event that you have submitted assessment worth more than 10% of the module, we are required to follow University regulations which state that you must 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).

5.1 Marking Scale

All assessments will be marked on a 0 – 100 scale.

The minimum pass mark for all postgraduate modules is 50.

The University has generic descriptors for work which is given a mark that falls within the range(s) of marks in each to the class. So, there is a description for work in the Upper Second class range, another for
work in the Lower Second class range etc. The mark which each piece of your work will be given is dependent upon the extent to which the work satisfies the elements in the generic descriptors.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: 70-100</td>
<td>Use of wide range of relevant sources, well understood and fully appreciated.</td>
<td>Excellent answer to question. Locates suitable concepts and makes comprehensive assessment of issues involved. Understands the relevant theories and applies them to answering the question.</td>
<td>Distinctive personal perspective on the problems in the question. Ability to set sources and viewpoints in context and evaluate contributions. Methodological awareness and theoretical appreciation.</td>
<td>Well structured and planned. Clear, articulate style (with good spelling, grammar and syntax). Proper referencing and bibliography. Confident presentation and appropriate length.</td>
</tr>
<tr>
<td>B: 60-69</td>
<td>Good understanding of main sources, well summarised and used in a relevant way.</td>
<td>Competent answers to the question bringing out useful points and substantiating them. Use of theoretical models in a relevant way to answer to the question. Presentation of arguments and intelligent comments relevant to the question.</td>
<td>Appreciation of main issues and ability to make appropriate critical points. Sensible commentary on evidence and materials used.</td>
<td>Competent structure. Clear presentation (including good spelling, grammar and syntax). Proper referencing and bibliography. Control of length.</td>
</tr>
<tr>
<td>C: 50-59</td>
<td>Understanding of the literature and fair range of source material consulted.</td>
<td>Limited use and understanding of theoretical models. Presentation of arguments and intelligent comment relevant to the question.</td>
<td>Sensible commentary on evidence and materials used.</td>
<td>Coherent presentation. Satisfactory spelling, grammar and syntax. Satisfactory referencing and bibliography.</td>
</tr>
<tr>
<td>D: 40-49</td>
<td>Some evidence of reading and understanding.</td>
<td>Introduction of basic concepts and effort made to relate them to the question.</td>
<td>Mainly descriptive unsubstantiated points. Uncritical exegesis.</td>
<td>Attempt made at coherent presentation.</td>
</tr>
<tr>
<td>E: 0-39</td>
<td>Few relevant sources used. Poor understanding.</td>
<td>Lack of analytical approach. Purely descriptive account. Often the question has been ignored or badly misunderstood.</td>
<td>Irrelevant comments. Lack of any critical or appreciative framework.</td>
<td>Unstructured presentation, lack of coherence, page referencing etc.</td>
</tr>
</tbody>
</table>

5.2 Examinations

There is no set examination period. Examination dates vary from module to module. Some IATL modules taught only in the autumn term, for example, may have their examination at the end of that term. If this is the case then you will be informed by the module tutor during the first class.

Rubrics for examinations will be supplied by module leaders. Please note: You will be penalised up to 20 marks from your overall exam mark if it is evident that you are in violation of the rubric of the exam paper.

For details of Materials Allowed in Examinations, please refer to the Regulation A, which can be found in the University's Senate Examination and Degree Conventions.
5.3 Examination Feedback

IATL does not return examination scripts to students.

5.4 Essays

You will be very likely to be required to write essays on IATL modules. Most essays will be assessed (or summative) pieces of work, with marks counting towards your final grade. Essays are important as they help you to develop your skills and improve your performance. Advice on writing essays can be obtained via the Academic Writing Programme where workshops, mentoring and an online course are on offer to postgraduate students: http://www2.warwick.ac.uk/services/scs/skills/awp/.

In addition, IATL will be offering drop-in sessions for academic essay writing in weeks five and six of the autumn and spring terms. Any students requiring advice on essay writing will be able to book a slot with one of our academic writing mentors.

5.5 Style and Presentation Guidelines

Essays can be written in the style that your department favours. English and Comparative Literary Studies use, for example, either MLA (Modern Languages Association) conventions or the MHRA (Modern Humanities Research Association) referencing conventions whilst Life Sciences, for instance, employ the Vancouver style of referencing. Be self-consistent and use the same system throughout the piece of work being submitted. The Library provides some guidance on referencing: http://www2.warwick.ac.uk/services/library/using/guidance-training/referencing/

Handwritten assignments cannot be accepted. Computers for students' use are available in the work areas in the Library and the Learning Grid. You are required to keep a back-up of your work and an electronic copy of any assignments you submit to the department. In the event of computer problems, please contact the IT Services Helpdesk on ext. 73737.

Please Note: Computer problems are not an acceptable reason for non/late submission of assessed work. Extra-curricular commitments are not valid reasons for requesting an extension to an assessed essay deadline.

You should observe the following presentation guidelines for all essays:

- Line spacing should be 1.5 or double,
- Use 12-point type, a clear font and wide margins for tutor comments
- Your Student ID number should be included in the header or footer on each page of your essay.
- YOUR NAME SHOULD NOT APPEAR ON THE PAGES OF THE ESSAY.

5.6 Bibliography, Footnotes and Endnotes

All assessed essays and dissertations should have a bibliography of works consulted and cited. There should be correct and full referencing of sources either as in-text citation, as footnotes or as endnotes. The purpose of these references is:

- To document direct quotation
- To credit ideas taken from a primary or secondary source (including single words, phrases and paraphrases)
- To give your reader sufficient information to track your quotation back to its source and to locate its full text.
You may use the referencing style of your home department but bear in mind that the key essentials of all citations are: clarity, brevity, consistency and completeness.

5.7 Portfolios

A portfolio is a series of shorter pieces of work written for assessment. In terms of submission and marking they are treated in exactly the same way as essays (see above).

5.8 Reflective Journals

What is a reflective journal?

A reflective journal is an account of your work in progress, but more essentially an opportunity for reflection on the learning experience. It should provide you with a means of engaging critically and analytically with the journey made in planning and the delivery of the final assessed workshop. For example, did you experience something in one of the seminars and then try it out?

What does a reflective journal look like?

There is no right or wrong way of presenting your journal, as this should take account of personal experience, preferred learning style and your independent research focus. Some journals are electronic (more like video or written blogs), and some take a diary form with visual and written material cut and pasted (literally) into 'scrapbooks'.

You should however:

- Write in the first person.
- Be mindful that this journal is a public document and therefore it is important to consider the reader as you write. They were not with you on this learning journey so some context is important.
- Content is more important than presentation.
- Process and immediacy are the key words.

Your journal will be enhanced by evidence of:

- Progression through a learning journey.
- Evaluation of new approaches experienced in the period of independent study.
- Teasing out assumptions underpinning practice
- Critical evaluation of your own practice.
- Analysis of key or 'critical' moments from independent study, whether positive or negative, and what was learnt from them.
- Sensitivity to relationships with other members of the group.
- Taking a position and making an argument from your learning experience.
- Relevant reading.
- New understandings made from: reading, planning and or delivery, collaborative activities, the exam, the viva, and the questioning of previous assumptions.

How will your reflective journal be assessed?

Ask yourself is there evidence of:

- Effective organisation and presentation of material and or evidence.
- Academic reading used in a relevant way to inform, support and or shape your reflections.
- Critical engagement with, rather than description of, the creation of your piece, or of the term's work; your own process; and the process of others.
• Evaluation of the limitations/potential of the work undertaken.
• Immediacy – did you reflect every time you met for discussions/rehearsals; or after each seminar?
• The 17-point scale criteria will broadly apply. Please see below.

A very good journal will be analytical rather than descriptive; selective rather than comprehensive; based in evidence and references to wider reading; critical and cautious in the claims made; personal but not rhetorical.

5.9 Word Limits

The permitted word limit for your assessments includes quotations and excludes footnotes, endnotes and the bibliography. 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. If your work does exceed the maximum word length allowed, the following penalties will be applied:

• 10-15% over - 5 points will be deducted from the mark for the essay
• 15-50% over - 10 points will be deducted from the mark for the essay
• More than 50% over - 20 points will be deducted from the mark for the essay
• Please note that if your work is significantly under the required length it is unlikely to meet the rubric for the assignment which is likely to have a consequential negative impact upon the mark awarded.

6 Submission

Assessments must be submitted electronically via the Tabula Coursework Management system in .doc, .docx or pdf format by the stipulated deadline. Submission of a hard copy of your essay is not required. Please ensure that you attach the IATL cover sheet to your assessment when you submit. This can be found on the IATL website and is also provided in Appendix A of this handbook for reference purposes (http://www2.warwick.ac.uk/fac/cross_fac/iatl/activities/modules/ugmodules)

Please also ensure that your student number is in the header of your assignment but not your name. This is to ensure anonymity.

For some assessments (such as a reflective journal or a student devised project) a hard copy may be submitted where an electronic copy is not appropriate or feasible. Hard-copy submissions must be made by 12 noon on the due date to the IATL offices (SH2.01 Senate House). A cover sheet must be attached, which is available both online and from the IATL offices. In addition, an electronic copy of the cover sheet must be submitted to Tabula stating that a hard copy of the assignment has been submitted to the IATL office.). This is to prevent Tabula inadvertently awarding penalties for late submission.

7 Extensions

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.
All extension requests need to be supported by medical, counselling, or other appropriate evidence. Requests for extensions must be applied for via Tabula: https://tabula.warwick.ac.uk/coursework/.

Extensions are only granted if applied for in advance of the deadline.

**5 PERCENTAGE POINTS (EXCLUDING WEEKENDS, PUBLIC HOLIDAYS AND UNIVERSITY CLOSURE DAYS) WILL BE DEDUCTED FROM LATE ASSESSMENTS WHERE AN EXTENSION HAS NOT BEEN GRANTED.** For example, a late piece of work that would have scored 65% had it been handed in on time would be awarded 60 if it were one day late, 55 if two days late etc.

8  **Return of Assessed work**

The department aims to return feedback and provisional marks to students four weeks or 20 working days after submission. The department has in place a comprehensive process for marking and moderating (both internally and externally) work submitted for assessment.

We will not normally return copies of assessed work to you. It is therefore essential that you keep your own copy for future reference.

All marks are provisional until they are approved by the IATL Board of Examiners, which meets in June, and may be subject to change.

9  **CATS Points**

These work the same way in IATL as anywhere else and are directly credited to your degree.

10 **Mitigating Circumstances**

Extenuating or mitigating circumstances are those events which have had a detrimental effect on your study, to the point that it is in your interest to draw your department’s attention to them and ask for them to be considered in mitigation of poor performance. Such circumstances include (but are not limited to) illness, both bodily and emotional; the severe illness or death of a close family member; a shocking or traumatic personal experience. In addition, sudden, unexpected changes in family circumstances might affect your ability to make academic progress as a consequence of their demonstrable emotional impact upon you, and may also be considered as mitigation.

In order for your circumstances to be considered as mitigating by your home department, they must be conveyed to home department. The University expects that you will alert your home department to your circumstances before Exam Boards meet, so that they may be taken into account in good time.

If you have mitigating circumstances that you wish to declare, submit them through your personal Tabula page https://tabula.warwick.ac.uk/profiles/view/me/personalcircs

Full instructions and a video walk through showing how to declare a mitigating circumstance on Tabula can be viewed at: https://warwick.ac.uk/services/its/servicessupport/web/tabula/manual/cm2/mit-circs/declare
11 Cheating

It is critical that every piece of work that you submit is your own work. Cheating in a University test, which includes assessed essays and dissertations, is not tolerated by either the University or IATL. If you do cheat, your work may be awarded a mark of 0%. Cheating can be defined in a number of ways: the University’s regulations provide the following definition:

In these regulations 'cheating' means an attempt to benefit oneself, or another, by deceit or fraud. This shall include deliberately reproducing the work of another person or persons without proper acknowledgment. (Regulation 11, University Calendar: http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/).

When you submit an assessed essay you must sign the following declaration on the cover sheet:

I am aware of the Department's notes on plagiarism and of Regulation 11B in the University Calendar concerning cheating in a University test. The attached work submitted for a University test is my own.

If it is subsequently found that the work is not your own or that you have not accurately acknowledged any sources, you risk being awarded a mark of 0%.

For further information on the procedure followed in the event that a student is suspected of cheating in an examination or plagiarising an assignment, please see Regulation 11 in the University Calendar: http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/.

12 Plagiarism

What is it?

It is a form of cheating. It is the use of another person's work without acknowledgement. It may include direct transcriptions of text or the presentation of ideas from a source as your own. You must always acknowledge your sources, making appropriate use of citation and bibliographies.

Quotations must always be acknowledged with a specific page reference every time they occur.

Direct quotations must be placed in quotation marks.

An idea taken from a secondary source must be given a detailed reference.

It is not acceptable to just cite a source in the bibliography; if you are using quotations or ideas from a specific source you must cite the reference accurately.

What could happen?

If a tutor suspects plagiarism they will notify the Head of Department. Having examined the work, the Director of IATL may impose a mark of 0%. If this happens, it can have serious consequences for your work: most essays count for 50% of your module mark. If plagiarism is detected in one essay, all other essays may be re-examined for evidence of plagiarism. The University has a range of plagiarism software that can be used to do this.

How to avoid it

Very few students are deliberately dishonest, but poor scholarly practice can lead them to commit plagiarism. You should always provide appropriate references. Whilst it is important to engage with other
people’s ideas, you must credit their work. Sources that need citing include on-line sources. If you consult the internet you need to provide the URL and state the date on which you accessed it.

Advice on good scholarly practice can be found in most books on academic writing. Alternatively, consult the University’s plagiarism tutorial on Moodle: PlagiarWIS (19/20)

13 Health and Safety Policy

The Institute for Advanced Teaching and Learning (IATL) takes seriously its provision for the safety and welfare of its students.

13.1 Fire Evacuation

In the case of a fire alarm, you are expected to leave the building quickly and quietly. Failure to evacuate the building during a fire alarm may lead to disciplinary action.

If you have a disability that may impede your evacuation from the building you can request that IATL's Health and Safety Officer prepares a personalised evacuation plan for you.

In the event of fire, raise the alarm as quickly as possible and move to safety.

13.2 First Aid

In the case of an accident or injury in Senate House please contact IATL's first aider, Tayyba Qayyum, who is based in the IATL general office, Senate House room SH2.01 ext. 73563.

13.3 Security

If you cannot find any of the fire officers or first aider, you should contact Security on ext. 22222.

Further details of the University's Health and Safety Policy can be found on the Health, Safety & Well-being website.

14 Sexual and Racial Harassment

The University considers sexual or racial harassment to be totally unacceptable and offers support to staff and students subjected to it. The University is also prepared to take disciplinary action against offenders. Sexual harassment may be defined as verbal or physical contact of a sexual nature which the perpetrator knows, or should have known, was offensive to the victim. Such conduct may encompass displays of sexually suggestive pictures, unwanted demands for sex and unwanted physical contact.

Racial harassment may be defined as behaviour that is offensive or intimidating to the recipient and would be regarded as racial harassment by any reasonable person. Such conduct may range from racist jokes and insults to physical threats. Confidential advice is available from the Head of the Department, the Director of Undergraduate Studies, the Student Counselling Service, or the Advice and Welfare Services Officer in the Student Union. A leaflet, Sexual and Racial Harassment – Guidelines for Students, is available from the Senior Tutor's Office, University House.
15 Equality

The University of Warwick strives to treat both employees and students with respect and dignity, to treat them fairly with regards to all assessments, choices and procedures, and to give them encouragement to reach their full potential. Therefore, the University strives to treat all its members on the basis of merit and ability alone and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate ground.

16 Other Policies and Regulations

Our Values

Warwick Student Community Statement

Student Feedback and Complaints

Study Hours Statement

Policy on Recording Lectures by Students

Smoking Policy

Data Protection Policy

University Calendar

Regulation 10: Examination Regulations

Regulation 11: Procedure to be Adopted in the Event of Suspected Cheating in a University Test

Regulation 23: Student Disciplinary Offences

Regulation 31: Regulations governing the use of University Computing Facilities

Regulation 36: Regulations Governing Student Registration, Attendance and Progress
17 IATL Staff Contact Details

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Email
IATL will use your @warwick email address for all correspondence.

WHERE ARE WE?
Second Floor, Senate House - General Office: Room SH2.01
Appendix 1

ASSESSED WORK COVER SHEET

Students should be aware that in accordance with departmental regulations they are required to retain electronic copies of all pieces of submitted assessed work until after the finals exam board of their degree. Online university storage is available for this, and can be accessed at www.files.warwick.ac.uk.

Student ID Number: 

Year of Study: 

Module Name & Code: 

CATS (please select):  

Module Tutor(s): 

Word Count: 

Assignment Title: 

In completing details on this cover sheet and submitting the assignment, you are doing so on the basis that this assignment is all your own work and that you have not copied, borrowed or failed to acknowledge anyone else’s work.

Please ‘X’ this box if you agree to this statement. 

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Failure to do your assessed work by the specified deadline will mean that your submission is LATE. Please remember that you MUST print out the electronic receipt you will receive for your online essay submission, and keep for reference.

Appendix 2

MARKSHEET AND FEEDBACK FORM

First Marker:

Second Marker:

Final Agreed Mark:

Feedback¹:

¹ Please note that some markers may leave their feedback on Tabula rather than on the cover sheet.
Appendix 3

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 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/