



UNDERGRADUATE STUDENT HANDBOOK 2024/25



Contents

| | | |
|-------|--|----|
| 1 | IATL Staff Contact Details 2024/25 | 4 |
| 2 | SEMINAR TIMES and LOCATIONS 2024/25 | 5 |
| 3 | Welcome to IATL | 6 |
| 4 | What is Learning Beyond Disciplines? | 6 |
| 5 | Why take an IATL module? | 6 |
| 6 | What are the benefits of learning beyond disciplines in IATL?..... | 7 |
| 7 | Other Opportunities with IATL..... | 8 |
| 7.1 | Student Research..... | 8 |
| 7.2 | Student Funded Projects | 8 |
| 7.3 | Co-Creation..... | 8 |
| 7.4 | Online Non-Credit Modules and Learning Opportunities | 8 |
| 7.5 | Opportunities related to IATL Modules..... | 8 |
| 8 | Attendance..... | 9 |
| 8.1 | Absence from Seminar Policy | 9 |
| 8.2 | Reading Week..... | 9 |
| 9 | Assessment | 9 |
| 9.1 | IATL Assessment Strategy..... | 9 |
| 9.2 | Essays..... | 10 |
| 9.2.1 | Style and Presentation Guidelines | 10 |
| 9.2.2 | Bibliography, Footnotes and Endnotes..... | 11 |
| 9.3 | Portfolios | 11 |
| 9.4 | Reflective Journals..... | 11 |
| 9.5 | Student Devised Assessments (SDA) | 11 |
| 9.6 | Applying for Research Ethics Approval..... | 11 |
| 9.6.1 | Why is ethics approval necessary?..... | 11 |
| 9.6.2 | When is ethics approval necessary? | 12 |
| 9.6.3 | What does the ethics approval process involve?..... | 12 |
| 9.6.4 | Submitting your Ethics Documentation with your IATL Assignment on Tabula | 12 |
| 9.6.5 | Penalties..... | 13 |
| 9.7 | Word Limits | 13 |
| 9.8 | Using AI-generated content in Assessment..... | 14 |
| 9.8.1 | Traffic Light Model to set expectations for AI-use on IATL Assignments | 14 |
| 10 | Submission | 15 |
| 10.1 | Submission of Assignments into Tabula | 15 |

| | | |
|------|--|----|
| 10.2 | Submission of Research Abstracts..... | 15 |
| 10.3 | Submission of Hard Copies or Artefacts..... | 15 |
| 10.4 | Return of Hard Copies or Artefacts | 15 |
| 10.5 | Video Submission | 16 |
| 11 | Extensions and Self-certifications | 16 |
| 11.1 | Extensions..... | 16 |
| 11.2 | Self-Certifications | 16 |
| 12 | Return of Assessed work..... | 16 |
| 13 | IATL Feedback Strategy | 17 |
| 14 | Briefing Note for Students on the 20 Point Marking Scale | 18 |
| 15 | Mitigating Circumstances..... | 19 |
| 16 | Academic Integrity | 20 |
| 17 | Plagiarism | 21 |
| 18 | Health and Safety Policy | 22 |
| 18.1 | Fire Evacuation | 22 |
| 18.2 | First Aid..... | 22 |
| 18.3 | Security..... | 22 |
| 19 | Sexual and Racial Harassment | 22 |
| 20 | Equality..... | 22 |
| 21 | Other Policies and Regulations | 23 |
| | Appendix A..... | 2 |
| | IATL ASSESSED WORK COVER SHEET | 2 |
| | Appendix B..... | 3 |
| | IATL Moderation Policy..... | 3 |
| | Appendix C..... | 6 |
| | IATL Research Ethics Sub-Committee | 6 |
| | Appendix D..... | 9 |
| | Guidance on use of ChatGPT and AI | 9 |

1 IATL Staff Contact Details 2024/25

| Academic Staff | Contact |
|--|---|
| Professor Elena Riva Head of Department | Email: E.Riva@warwick.ac.uk |
| Professor Jonathan Heron Professor (Teaching Focussed) Director of Engagement | Email: Jonathan.Heron@warwick.ac.uk |
| Dr Vivan Joseph IATL Teaching Fellow Chair of IATL's Academic Conduct Panel & IATL Ethics Lead | Email: V.Joseph.1@warwick.ac.uk |
| Dr Fraser Logan IATL Teaching Fellow | Email: Fraser.Logan@warwick.ac.uk |
| Dr Heather Meyer Associate Professor & Director of Studies | Email: Heather.Meyer@warwick.ac.uk |
| Dr Paul Prescott IATL Teaching Fellow | Email: Paul.Prescott.1@warwick.ac.uk |
| Naomi de la Tour Associate Professor | Email: Naomi.de-la-tour@warwick.ac.uk |
| Administrative and Project Teams | Contact |
| Emma Barker Journal and Conferences Manager | Email: E.Barker@warwick.ac.uk |
| Dr Fiona Farnsworth Journal and Conferences Coordinator | Email: Fiona.Farnsworth@warwick.ac.uk |
| Caroline Gibson Deputy Director & Head of Academic Projects & Administration | Email: C.A.L.Gibson@warwick.ac.uk |
| Janice Koistinen-Harris Project Manager | Email: janice.koistinen-harris.1@warwick.ac.uk |
| Michelle Leeming and Matthew Wale IATL Website and Technology Officers | Email: IATL.IT@warwick.ac.uk |
| Fiona O'Brien Student Research Support Officer (Journals) | Email: Fiona.O-Brien@warwick.ac.uk |
| Tayyba Qayyum Office Manager Contact for general enquiries | Email: IATL@warwick.ac.uk |
| Joanne Wale Deputy Director & Head of Academic Projects & Administration | Email: J.R.Wale@warwick.ac.uk |
| Angela Ward Interdisciplinary Modules Co-ordinator Contact for enquiries about IATL modules | Email: IATL.modules@warwick.ac.uk |

WHERE ARE WE?

Second Floor, Senate House - General Office: Room SH2.01

General enquiries: IATL@warwick.ac.uk

Enquiries relating to Interdisciplinary modules: IATL.modules@warwick.ac.uk

*** Please note that access to the office will be limited, so contact staff via email in the first instance ***

2 SEMINAR TIMES and LOCATIONS 2024/25

| AUTUMN TERM 2024 | |
|---|---|
| IL002/IL102 Navigating Psychopathology Assessment: A 15 CATS | Tuesdays 14.00-16.00 Venue: R0.12 (Ramphal) |
| IL005/IL105 Applied imagination Assessment: A 15 CATS | Mondays 12.00-14.00 Venue: R1.13 (Ramphal) |
| IL014/IL114 Global Connections Assessment: A 15 CATS | Thursdays 14.00 – 16.00 Venue: R0.12 (Ramphal) |
| IL016/IL116 The Science of Music Assessment: A 15 CATS | Fridays 10:00 – 12:00 Venue: Avon Drama Studio (Westwood) |
| IL020/IL120 Entrepreneurship: A Critical Perspective Assessment: A 15 CATS | Thursdays 14.00 -16.00 Venue: OC1.09 (Oculus) |
| IL028/IL128 Understanding Wellbeing Assessment: A 15 CATS | Fridays 10.00-12.00 Venue: OC1.03 (Oculus) |
| IL036/IL136 Public Engagement: Connecting Communities to Research Assessment: A 15 CATS | Wednesdays 09:00 – 11:00 Venue: R0.12 (Ramphal) |
| IL040/IL140 Your Idea, Your Research: How to Pursue your Passion Project at Warwick Assessment: A 15 CATS | Thursdays 10:00 – 12:00 FAB4.74 (Faculty of Arts) |
| IL041/IL141 The AI Revolution: Ethics, Technology and Society Assessment: A 15 CATS | Tuesdays 10:00 – 12:00 Venue: The Teaching Grid (Library) |
| IL043/IL143 Intercultural Communication in Theory and Practice Assessment: A 15 CATS | Tuesdays 11:00 – 13:00 IAS Seminar Room (Zeeman) |
| SPRING TERM 2024 | |
| IL001/IL101 Forms of Identity Assessment: A 15 CATS | Thursdays 12.00 -14.00 Venue: G55, Studio 1, Millburn House |
| IL002/IL102 Navigating Psychopathology Assessment: A 15 CATS | Tuesdays 14.00-16.00 Venue: FAB5.03 (Faculty of Arts) |
| IL008/IL108 Reinventing Education Assessment: A 15 CATS | Fridays 13:00 – 15:00 IAS Seminar Room (Zeeman) |
| IL022/IL122 Sport, Philosophy and Practice Assessment: A 15 CATS | Tuesdays 11:00 – 13:00 G55, Studio 1 (Millburn House) |
| IL031/IL131 Serious Tabletop Game Design and Development Assessment: A 15 CATS | Fridays 14:00 – 16:00 Venue: JX0.12 (Junction) |
| IL032/IL132 Change: Critical Understandings, Practices and Action Assessment: A 15 CATS | Tuesdays 14:00 – 16:00 Venue: R0.12 (Ramphal) |
| IL039/IL139 Rethinking Health Science Assessment: A 15 CATS | Thursdays 14:00 – 16:00 Venue: FAB1.06 (Faculty of Arts) |
| IL042/IL142 Effective Decision Making Assessment: A 15 CATS | Lecture: Tuesdays 10:00 – 11:00 Venue: FAB5.03 (Faculty of Arts) Seminar: Thursdays 14:00 – 16:00 Venue: R0.14 (Ramphal) |
| IL138/IL438 Creating Digital Futures Assessment: A 15 CATS | Wednesdays 11:00 – 13:00 Venue: OC1.02 (Oculus) |

Please check the module webpages to ensure that no changes have been made to times and teaching locations.

To locate the teaching spaces for your module, please type the name or number of the room into this webpage: <http://www2.warwick.ac.uk/about/visiting/maps/interactive>

3 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. Second, third and fourth-year undergraduates from across the University can work together on one or more of IATL's multi/inter/transdisciplinary 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.

4 What is Learning Beyond Disciplines?

In essence, **Learning Beyond Disciplines is the process of engaging with disciplinary boundaries and/or additional forms of knowledge and skills in new and exciting ways.** In this process, you will experiment with different disciplinary content and methods, broadening your intellectual horizon and developing a **critical, holistic approach to complex problems** that often exceed the boundaries of single disciplines and of traditional disciplinary scholarship. This engagement might be additive (multidisciplinary), interactive (interdisciplinary), and/or holistic (transdisciplinary). You will be encouraged on IATL modules to draw on your disciplinary excellence acquired in your home department to contribute to the learning environment and experience of others – you therefore play a key role on your IATL module.



Learning Beyond Disciplines will provide you with the tools for doing justice to complex problems and big questions, developing your intellectual virtues as a curious, critical, and creative thinker as well as your ability to apply your thinking to the real world.

5 Why take an IATL module?

In IATL, you will have a unique opportunity to practise a form of what we call '**radical interdisciplinarity**' – a form of interdisciplinarity that questions the dominant structures of knowledge and education with a view to transforming it*.



Adapted from Edelbroek, Mijnders & Post, 2018: 11

* Reference: Edelbroek, H., Mijnders, M. & Post, G. (2018) *Interdisciplinary Learning Activities*. Amsterdam University Press.

You will be offered the exciting possibility to study on modules that explore the complexities of Mind, Body, and Culture, as well of their interrelations; to think about using your creative thinking to Applying Innovation to contemporary challenges; to imagine a different world, considering the ideas and resources we need in Creating Change.

You and your peers from different disciplinary backgrounds will be at the centre of the teaching and learning environment. You will play a vital role as an active learner and a **co-creator of knowledge**, substantially contributing to synthesising disciplinary perspectives in **collaboration** with your peers as well as with experts in different disciplines and experienced interdisciplinary teachers.

You will **reflect** on lived experiences, your own and those of others, in teaching and learning as well as in addressing theoretical problems or questions.

You can **make a difference** by bringing your disciplinary background and your lived experience to the multi/inter/transdisciplinary learning environment.

You will also be encouraged to lead your own learning with **independent research**, following your curiosity and interest areas.

You will often have a considerable flexibility to disseminate your work through a variety of 'alternative assessment' opportunities (e.g. the Student-Devised Assessment), with a chance to address an interdisciplinary audience and/or even audiences beyond the University.

6 What are the benefits of learning beyond disciplines in IATL?

- You could work together with students (and staff) from radically different disciplinary backgrounds, from the Life Sciences to the Arts and Humanities, from Engineering and Medicine to the Social Sciences. This is something unique to IATL – something that is not common in most cross-faculty departments.
- You will follow your curiosity, exploring topics that are interesting to you while starting from, and beyond, your disciplinary background. This may lead you to surprising discoveries about your discipline, about other disciplines, and about yourself.
- You will learn to think critically about how knowledge is constructed and approached at University, and to question assumptions and boundaries that can be created through disciplinary-focused perspectives.
- You will learn about concepts and methods in different disciplinary areas, broadening your intellectual horizon and developing a critical, creative, and holistic way of thinking about complex problems.
- You will learn how to compare and contrast concepts, resources and methods across disciplines, making significant connections among them, and learn how to integrate and synthesise them.
- You will learn how to apply your thinking to complex, real-world problems, and face the exciting challenge of finding complex solutions to them.
- You will contribute to creating knowledge, in the classroom and in assignment tasks, in a variety of media and formats.
- You will learn how to communicate with and engage different audiences.

7 Other Opportunities with IATL

In addition to interdisciplinary modules for undergraduate students, we also offer students several other extra- and co-curricular learning opportunities. Below are some examples of how you could get involved:

7.1 Student Research

IATL actively supports students to develop, progress and succeed as undergraduate researchers. We have developed extracurricular opportunities for you to undertake research and to disseminate research findings, ensuring that you have a voice within the academic community. Scaffolded training, guidance and support is offered to you at every stage of your activities. Both our [International Conference of Undergraduate Research \(ICUR\)](#) and our undergraduate research journal [Reinvention](#) involve strong elements of co-creation and peer mentoring, with training and support provided throughout, giving you the chance to enhance your skills and your employability. Read more about our student research activities [here](#).

7.2 Student Funded Projects

IATL provides funding and support to students to enable you to develop your own independent research and performance projects. This funding and support will enable you to engage with your own learning environment, suggest changes, and work with staff to bring changes to fruition. Independent research and performance projects enable you to express yourself and to gain valuable skills enhancing your confidence and providing key employability skills. Further information can be found at our dedicated [project funding page](#) and you can read about what a past IATL student did with her project funding [here](#).

7.3 Co-Creation

IATL has a long history of collaborative working with students, for example, through its student research and funded project work outlined above. For example, our [ICUR Student Directors](#) work as part of an international team of undergraduate students and gain a wide range of transferable skills – including event planning, abstract review and shortlisting, public speaking, and people management. More recently IATL has been working with a group of Co-creation Officers to develop a framework for effective and meaningful co-creation as we strive to reimagine higher education. You can read more about the work of our co-creation officers [here](#).

7.4 Online Non-Credit Modules and Learning Opportunities

IATL offers additional learning experiences, for example, IATL's online Moodle course '[Introduction to Interdisciplinarity](#)' is available to students wanting to learn more about interdisciplinarity, there are also taster sessions to '[widen horizons](#)', [EUTOPIA project months](#) where you can work with students from across Europe, and a not-for-credit online module on [Understanding Wellbeing](#).

7.5 Opportunities related to IATL Modules

Some of IATL's interdisciplinary modules also offer you co-curricular opportunities. For example, our students from the [Serious Tabletop Game Design](#) module have the opportunity to demonstrate manufactured prototypes of their games to the general public at the annual [Games Expo](#). While students on the [Science of Music](#) module regularly participate in the University's [Resonate Festival](#). Finally, students on the [Creating Digital Futures](#) module can apply post-module to global external competitions with a proposal based on the topic of "Createch" deployed towards the UN Sustainable Development Goals.

8 Attendance

8.1 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 convenor know in advance. If you have not been able to warn about your absence in advance then you should let the module convenor know why as soon as possible afterwards. Attendance at each small group class will be recorded.

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.

8.2 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. If the IATL module does NOT have a reading week, the attendance policy above applies.

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

9 Assessment

There are a variety of forms of assessment on IATL modules. Please see your individual module webpages (i.e. Moodle) for more details on how you will be assessed for the modules you have selected. IATL modules provide Assignment Briefs, Marking Criteria and assessment deadlines on their respective Moodle pages.

Please note, 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))"

9.1 IATL Assessment Strategy

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

- encourage active engagement of students in their own learning.
- provide assessments that are accessible and inclusive (regardless of which faculty you are from and the focus of the interdisciplinary module).

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

- 1) **Assessed essays** provide you with an opportunity to display a command of analysis and research, and an ability to collect and organise evidence.

- 2) **Oral presentations** test your ability to synthesise visual images and theoretical material and to communicate these clearly, and to stimulate discussion.
- 3) **Reflective Journals** provide you with an opportunity to reflect upon your learning experience and to engage critically and analytically with your journey. The reflective journals test your ability to be analytical rather than descriptive, selective rather than comprehensive, and to support your personal reflections by using evidence and references to wider reading.
- 4) **Blogs** enhance your engagement in participative and collaborative learning. In addition, blogs facilitate your learning towards key assessable learning outcomes, including academic literacy and digital literacy skills.
- 5) **Student-devised Assessments/Practical Projects** offer an opportunity for you to work in collaboration with your tutor and to create a piece of work that offers a solution to a controversial topic or question that has interested you during the module. You are encouraged to undertake your own research utilising methodologies presented during the module.
- 6) **Peer Assessment** engages you in providing feedback to your 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 you to learn more deeply and gain an insight into your own approach in comparison to your peers, and aids your development of self-awareness, judgement, and critical thinking skills.

9.2 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. For support, students can enrol on the [Moodle: Academic Writing Programme](#).

9.2.1 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:

<https://warwick.ac.uk/services/library/students/referencing/>

Handwritten assignments cannot be accepted unless you have the prior agreement of your module convenor. 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 unless specified differently in the module's assignment brief:

- Line spacing should be 1.5 or double,
- Use 12-point type and a clear font
- 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.

9.2.2 Bibliography, Footnotes and Endnotes

All assessed essays and dissertations should have a reference list or 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.

9.3 Portfolios

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

9.4 Reflective Journals

A reflective journal is an account of your work in progress, but more essentially an opportunity for reflection on your learning experience as you go through the module. It should provide you with a means of engaging critically and analytically with the journey made throughout different aspects of the module (this can include reflections on your experiences in class; the readings; materials; interactions/collaborations with other students). The exact assessment criteria for reflective journal assignments will be made clear by your IATL Module Convenor, as these can vary across modules.

9.5 Student Devised Assessments (SDA)

The SDA offers students the chance to display their critical engagement with the themes and theories of the module and to take a considered approach as to how they might practically apply what they have learned in a medium of their choosing. The SDA gives students the opportunity to test ideas and to be creative. The format of the SDA is a decision for the student in consultation with the module convenor. However, the format selected should enable students to explore the module's topics, questions and stimuli in the best way possible. Students must clearly demonstrate and critically engage with theory and give an explanation for their choice of medium in an accompanying explanation to be submitted along with a detailed bibliography. IATL's guidance video [Demystifying Student Devised Assessments](#) provides more information.

9.6 Applying for Research Ethics Approval

Several IATL modules give you the opportunity to work with human participants to conduct research and produce interdisciplinary projects. This can be either through data collection (e.g. interviews, surveys, focus groups) or through participation (e.g. involving actors, voice-overs, musicians, etc). In such cases, you will need to explore whether you need to apply for research ethics approval.

9.6.1 Why is ethics approval necessary?

We all have the right to make informed choices regarding the information about ourselves - personal information - we provide to others. We may want to keep personal information (e.g. information about our health, our political views, or our religious beliefs) private, or we might want to control how that information is used (e.g. what it is used for, or who is made aware of it).

We all also have the right to choose whether and to what extent we get involved in other people's research, and to be fully informed about the nature of that research. The research could include providing personal information, or some other kind of participation (e.g. participation in an experiment). Whatever the nature of the research, if it involves gathering information about other people, they must be fully informed, and there must be proper safeguards in place to make sure they are not taken advantage of in any way.

To ensure research involving other people is conducted appropriately, all such research proposals need to be assessed by an Ethics Committee. For the kind of research that may be undertaken by students on IATL modules, there is an IATL sub-committee which can review research proposals. The IATL Ethics sub-committee will endeavour to provide decisions on research proposals in time for applicants to conduct their research as long as applications are submitted by Friday of Week 9 of the term the module takes place in.

9.6.2 When is ethics approval necessary?

It is university policy that carrying out research involving the collection of data from human participants (for example through interviews or questionnaires) requires ethics approval. This ensures you are safely and ethically collecting, using and storing data from your participants. It is absolutely essential that you go through the ethics review process BEFORE you begin collecting your data from your participants for your IATL research project.

Please note that if you are only involving other people as actors or observers (for example in a play or as audience members for a talk or presentation you are giving), you do not need to seek full ethics approval. This is because you are not collecting data from them directly. However, if you are intending on photographing or recording other people (e.g. as part of video/audio-recording a performance or presentation), you will need to get consent from your participants. Consent forms for this purpose are available [here](#).

9.6.3 What does the ethics approval process involve?

The first step is to have a discussion with your Module Convenor and go over your research plan with them to ensure it is feasible and, importantly, to determine whether you will need to seek ethics approval, and whether there is enough time to do so.

It is not uncommon to receive feedback from IATL on your application requiring minor or major amendments to be made before your data collection can be carried out. This means you will need to resubmit your application form, so it is very important to factor in these possibilities when timing your application process. Please discuss your timeline with your Module Convenor before you submit your application.

The second step is to complete the training video and documentation (this includes the application form, the information leaflet for participants, the consent form for participants, and any other necessary documentation). All of the documentation is available [here](#). Your IATL Module Convenor will need to sign your forms once you have filled them out.

The third step is to email your completed forms and documentation to iatl.modules@warwick.ac.uk by 5 pm on Friday of Week 9 of the term your module is running in.

Please see IATL's Research Ethics Review Process Flowchart [here](#).

9.6.4 Submitting your Ethics Documentation with your IATL Assignment on Tabula

After you have completed your project involving human participants and are ready to submit your assignment on Tabula for your IATL module, you will need to include your final approved paperwork along

with your assignment. This is to ensure markers are able to review the conditions of the ethics approval that was granted, and to make sure that the research was indeed carried out ethically.

When you submit your IATL Assignment on Tabula, please include the following:

- 1) Your approved Ethics Application Form (including your Participant Information Leaflet and Consent Form template). Please do not include your signed consent forms – these should be stored safely for your own records.
- 2) Your Ethics Approval Letter that was sent to you by IATL.
- 3) Any other documentation you feel would be relevant for markers to review.

You will be asked to confirm the above on your IATL Coversheet when you submit your assignment on Tabula.

9.6.5 Penalties

Any research that is carried out without receiving ethics approval from HSSREC (or relevant sub-committees – e.g. IATL’s research ethics sub-committee) should be flagged. IATL assignment submissions that feature unapproved research involving the data collection of human participants will incur a penalty, at the discretion of the department and/or HSSREC. For more information on research ethics, please see Appendix C and https://warwick.ac.uk/fac/cross_fac/iatl/study/interdisciplinary-learning/ethics.

9.7 Word Limits

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 incur 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), you should ensure that the work submitted (e.g. video, podcast, recorded presentation) is no longer than 30 minutes in length or does not require more than 30 minutes to experience/view.

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.

9.8 Using AI-generated content in Assessment

IATL embraces AI as a useful tool for learning in certain contexts, when used responsibly and appropriately with this intention in mind. AI literacy is an important skill for employability – most significantly, the ability to critically, ethically and responsibly engage with AI-generated content. Keeping this in mind, your IATL Module Convenor has carefully considered the extent to which AI-use can benefit your learning on your module’s assessment programme. To ensure these expectations are as clear and transparent as possible, IATL has adopted a ‘traffic light’ system, where each assessment component on your module will be ‘badged’ red, amber or green (see below) with specific guidelines regarding AI-use in the assignment.

9.8.1 Traffic Light Model to set expectations for AI-use on IATL Assignments

Your IATL Assignment Brief will feature a section on the expectations regarding AI-use on your IATL Assignment. Note that each assignment may have a different set of expectations, so please read each assignment brief carefully.



Red: No use of AI is permitted.

Work must be entirely student-created without the use of AI in *any* stage of the work.



AMBER: AI can be used for Specific Tasks, with Student Oversight

AI is permitted for specific assignment tasks on this module. Specific guidelines on this are available in the Assignment Brief(s). This may include using AI:

- To generate ideas towards your assignment
- To help plan out your assignment
- To assist in editing your assignment
- To create an outline or first draft of your assignment
- To generate an image, music, sound (or similar) for your assignment

In all cases where AI is used, you are responsible for overseeing and managing your process. This includes critically engaging with your AI tools, responsibly tracking your use of AI, and ethically applying AI-generated content to your assignment. If you use AI, in such cases, your assignment’s Reference List / Bibliography must include clear summary of AI-generated content in the submitted work – including a summary of AI tools used and why they have been used for purposes of the assignment. If you intend on using AI to edit your assignment work, you will need to include the original work as an Appendix (or similar) to your submitted assignment for comparison.



GREEN: Full AI use is allowed, with Student Oversight and Management

AI can be used throughout the assignment, with student’s oversight and management. This includes critically engaging with your AI tools, responsibly tracking your use of AI, and ethically applying AI-generated content to your assignment. Assignment Reference List / Bibliography must include clear summary of AI-generated content in the submitted work – including a summary of AI tools used and why they have been used for purposes of the assignment.

It is very important to recognise that AI tools in the creation of your assignments can have significant repercussions on your learning. If you are unclear on your IATL module's position on using AI tools in assessed work, it is always best to speak with your Module Convenor before embarking on using such tools in your assessed work, and to make sure that you always indicate clearly where AI has generated content in your assignment, if it is permitted on your module. Please see **Appendix D** for detailed guidance on using AI tools like ChatGPT in your IATL assignments.

10 Submission

10.1 Submission of Assignments into Tabula

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. Note that some IATL modules require other versions of this IATL Coversheet, which will be specified in the Assignment Brief.

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

10.2 Submission of Research Abstracts

As a part of our research-infused curriculum, all IATL modules provide the opportunity to develop interdisciplinary abstract writing. This formative (informal, unassessed) activity will help you develop important research skills, such as effectively communicating to and engaging with interdisciplinary audiences.

Your Module Convenor(s) will support you through this process, as it is a shared departmental goal for each IATL student to submit on Moodle an Interdisciplinary Abstract of their ideas towards a particular assignment on this module. Your Module Convenor will provide more details on this and there will be a step-by-step guide on Moodle.

10.3 Submission of Hard Copies or Artefacts

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 to the IATL offices** (SH2.01 Senate House). We recommend you email the office first and arrange a time to come in. This is to ensure that a member of staff will be there to meet you. 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. ([Information for Current Student \(warwick.ac.uk\)](#))

In addition, a digital photo(s) of any artefact or hard copy assignment that a student wishes to collect at the end of the academic year must be uploaded to Tabula.

10.4 Return of Hard Copies or Artefacts

You may collect an artefact or a hard copy of your assignment from IATL once the Board of Examiner meeting has taken place. This is usually by mid-June. Any artefact not collected at the end of the academic year will be destroyed.

10.5 Video Submission

If you are intending on submitting a video as a form of assessment on your IATL module, please see the guidance on the page [Information for Current Students \(warwick.ac.uk\)](http://warwick.ac.uk) to ensure you are submitting the appropriate format on Tabula.

11 Extensions and Self-certifications

Students are expected to plan their schedules allowing for the possibilities of minor disruptions in the writing period.

11.1 Extensions

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.

11.2 Self-Certifications

Students can self-certify extensions for up to five working days for eligible assessments. This means if you request a self-certified extension, you'll get it automatically without the need for further evidence. If you are experiencing any difficulties (health, mental health, personal circumstances, etc.) you should not use a self-certification, but submit an extension request (on Tabula, under "Assessments"). Extensions are regulated by the mitigating circumstances policy.

You can self-certify twice in the academic year across departments. Self-certifications cannot be rejected as such, as long as you have not exceeded the maximum per year and that the assessment is eligible. IATL is in contact with other departments and keeps a record of the self-certifications that you request.

How to request a self-certification (this may be different in other departments):

- There is a new self-certification portal on Tabula, under the "Personal Circumstances" tab.
- All eligible assessed work that has a deadline within the Self-Certification period will be covered by an automatic extension of 5 university working days.
- You can self-certify for any assessment that has an individual submission (for example, an essay, an individual presentation). This includes the dissertation.
- Group submissions are not eligible for self-certification.
- We cannot accept self-certifications for assessments tied to specific time slots (for example, an online exam that requires participation at a specific time).

IT Services have provided guidance on [how to request a self-certification through Tabula](#)

12 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. See [Appendix B](#) for IATL Moderation Policy.

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.

13 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.'

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

- 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 you develop your knowledge and skills, feedback captured with recording device, etc.)
- Visual feedback (i.e. video recording)
- Peer-feedback
- Self-generated feedback

It is important to note that verbal, email, audio, peer and self-generated feedback are as important as written comments on your essays/exams/projects.

You will be informed at the start of their course:

- How your work will be assessed
- How assessment results will be communicated
- What format of ongoing feedback and final assessment feedback you may expect
- The extent of assessment feedback you 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 you will be expected to reflect on your own performance either informally, for example, in the context of personal development planning, or formally, through jointly planned and executed assignments or presentations
- That your first mark for summative assessments is provisional until its verification by the second marker and by the Board of Examiners

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 you to develop your knowledge and learning abilities, such as improving your 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 will also provide an opportunity for you to work towards a set of goals, with the aim of improving your learning and personal skills and your performance in the next round of assessment.

14 Briefing Note for Students on the 20 Point Marking Scale

Your work will be marked according to the University's [20 point marking scale](#).

Note that your IATL module will have its own assessment documentation, including tailored, assignment-specific marking criteria to clarify expectations further.

The University scale has 20 mark (or grade) points on it; each of which falls into one of the five classes of performance which correspond to the overall degree classification. The University uses these classes of performance for all of its undergraduate modules:

- 70-100 First Class
- 60-69 Second Class, Upper Division (also referred to as "Upper Second" or "2.1")
- 50-59 Second Class, Lower Division (also referred to as "Lower Second" or "2.2")
- 40-49 Third Class
- 0-39 Fail

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, and tailored descriptors that will be provided in your IATL module's assessment documentation

For the purposes of the 20 point mark scale, each of the five classes is further subdivided into the positions shown in the table below (high 2.1, mid 2.1 etc). One of the 20 mark points is assigned to each of the subdivisions. If a module has more than one "unit" (or piece) of assessment, (e.g., the assessment comprises two assessed essays), the mark for each unit is determined using the 20 point mark scale and then the marks are averaged, taking account of the units' respective weightings, in order to produce the module result. This is expressed as a percentage (and therefore may be any number up to 100 and so is not limited to one of the 20 marks on the scale). The information below shows each class of degree (including the subdivisions) and the marks assigned to each position in the class on the 20 point mark scale, alongside the University's generic descriptors for work in the class.

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

| | | | |
|-------|----------------------------|----|--|
| (2.2) | Mid 2.2 | 55 | Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation and appropriate skills. |
| | 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 |

15 Mitigating Circumstances

If you find yourself struggling or are concerned about your wellbeing, do reach out for help. A full list of support and services provided by the university can be found at:

<https://warwick.ac.uk/student>

[s/supportservices/](#)

During your studies, you may experience exceptional unforeseen circumstances which are outside your control and might have a detrimental effect on your studies. 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. Some students have a late identification of a specific learning need/disability and so reasonable adjustments to assessments may not be in place. These scenarios are dealt with through the University's [mitigating circumstances procedure](#).

For your circumstances to be considered as mitigating, they must be conveyed to your 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.

It is important that you always tell your Personal Tutor/Departmental Senior Tutor of any mitigating circumstances or reasonable adjustment needs as early as possible to ensure that appropriate support is put in place. Mitigating Circumstances are handled by student's home department.

[Guidance for students](#) can be found on the university webpages.

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/service-support/web/tabula/manual/cm2/mit-circs/declare>

16 Academic Integrity

It is critical that every piece of work that you submit is your own work. The university defines Academic integrity: **“Academic integrity means committing to honesty in academic work, giving credit where we've used others' ideas and being proud of our own achievements.”**

A breach of academic integrity can occur inadvertently, for example due to being in a rush to complete an assignment, or by not checking what's expected. However, this term can also include deliberate cheating, which Warwick's regulations define as 'an attempt to benefit oneself or another, by deceit or fraud... [including] reproducing one's own work or the work of others without proper acknowledgement'. (https://warwick.ac.uk/students/supportservices/academic_integrity)

When you submit an assignment, you must sign the declaration on the cover sheet confirming that you are aware of the Department's notes on plagiarism and of Regulation 11B in the University Calendar concerning cheating in a University test and that the attached work submitted for a University test is your 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 if a student is suspected of cheating in an examination or plagiarising an assignment, please see Regulation 11 in the University Calendar (link provided in section [21](#)).

17 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 citations and bibliographies/reference lists.

Quotations *must always* be acknowledged through citations (and detailed reference in a reference list or bibliography) every time they occur in your work. Direct quotations must be placed in quotation marks.

Similarly, an idea taken from a secondary source should be signposted by a citation in your work and given a detailed reference in your reference list or bibliography.

It is not acceptable to just cite a source in the bibliography/reference list; if you are using quotations or ideas from a specific source, you should cite the reference accurately wherever they appear in your work, to signpost that they are not your own.

'Self-plagiarism' falls under this category as well. This is copying or re-using work that you have previously completed (for example, on an assignment from another module), and using it again in another assignment without indicating this in your work.

What could happen?

If a tutor suspects plagiarism, they will notify the Chair of the Academic Conduct Panel. Having examined the work, the panel may refer the work to the Director of IATL to assign a sanction. If this happens, it can have serious consequences for your work, and you could fail the module.

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. Useful links to university support include:

- https://warwick.ac.uk/students/supportservices/academic_integrity
- [Avoiding Plagiarism](#)
- [Introduction to Referencing](#)
- [Regulation 11](#)
- [Guidance supporting Regulation 11](#)
- [Proofreading Policy](#)

Ask your personal tutor if you're unsure where to find information on academic integrity in your department. Your personal tutor will also help you if you're feeling worried or need support. You can also contact [Wellbeing Support Services](#), your [Faculty Senior Tutor](#) or the [SU Advice Centre](#) if you're feeling anxious and want to talk.

18 Health and Safety Policy

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

18.1 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.

18.2 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 IATL General Office, SH2.01.

18.3 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](#).

19 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 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.

20 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.

21 Other Policies and Regulations

[Our Values](#)

[Student Community](#)

[Student Feedback and Complaints](#)

[Policy on Recording Lectures by Students](#)

[Smoking Policy](#)

[Data Protection Policy](#)

[University Calendar](#)

[Examinations updates – information for students](#)

[Regulation 10: Examination Regulations](#)

[Regulation 11: Academic Integrity](#)

[Student Guidance on Academic Integrity](#)

[Regulation 23: Student Disciplinary Offences](#)

[Regulation 31: Regulations governing the use of University Computing Facilities](#)

[Regulation 36: Regulations Governing Student Registration, Attendance and Progress](#)

Appendix A

IATL 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: | |
| Module code: | |
| Module Convenor: | |
| How many words did you use? | |
| Assignment title: | |

*Ethics Approval

If your work involves working with human participants, you will have had to seek Ethics Approval for your assignment. You must attach the approved documents and confirmation of approval letter into Tabula with your assignment.

Delete yes/no as required:

- My project involves human participants Yes / No
- I have applied for Ethics Approval Yes / No
- I have submitted my approved Ethics application (application form, participant information leaflet and consent form template) and confirmation of full approval letter into Tabula with my assignment: Yes / No / Not applicable

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 (including your own). Where AI-generated content has been used, this has been fully disclosed in the submitted assignment, and your use of these tools adheres to the expectations set by your IATL Module Convenor in the Assessment documentation.

Please 'X' this box if you agree to the statement above

I have used a proofreader or proofreading service, paid or unpaid, to support the submission of this assignment **YES/NO**

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 B

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 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

IATL considers the following methods 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 involve two assessors in the marking/moderation process who, wherever possible, have different disciplinary backgrounds.

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

This form of moderation occurs under the following circumstances:

- i) The module is running for the first time.
- ii) A new Module Convenor has taken over the module.
- iii) There have been substantial changes made to the Assessment programme on the module.
- iv) This form of moderation has been specifically requested by the Module Convenor.

In such cases, IATL uses the double-informed marking workflow on Tabula whereby the first marker marks the assessment and provides feedback. The second marker then second marks the student work with sight of the first marker's marks and feedback. The mark is then confirmed or amended following communication between the two markers.

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 IATL modules that have been running for some time, sampled moderation is used. In order for sampled moderation to occur, 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 substantial 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) External Moderation

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 for UG modules.
- In the event of the first and second marker / moderator 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 out 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.

October 2023

Appendix C

IATL Research Ethics Sub-Committee

How to apply/What to submit/Review Process

While the majority of research completed in the Humanities and Social Sciences 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 the Humanities and Social Sciences Research Ethics Committee (HSSREC), HSSREC has granted IATL the right to set up a sub-committee to consider such applications for research undertaken by Undergraduate, Postgraduate Taught, or Postgraduate Research Students. Staff, and co-created research must be approved by HSSREC.

Who to apply to for research ethics approval

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

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

If the project is low risk, e.g. 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. Projects that involve the collection of personal data must have a clear rationale for this.

The following categories are not permitted for IATL module assignments (Any applications that are *unaffiliated* with IATL module assessment that fall into the below categories will be referred directly to HSSREC):

1. The project involves vulnerable people, e.g. children and young people (under 18 years of age); those with a learning disability or cognitive impairment; or individuals in a dependent or unequal relationship.
2. 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)
3. Research involving deception, payment or any other incentives to acquire and/or engage with participants.
4. Research involving detained or imprisoned persons.
5. Any research involving a requirement for DBS checks.

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 from IATL's research ethics sub-committee

- 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. Note that the supervisor / module convenor must sign off on the application before it is submitted to IATL's research ethics sub-committee.
- Research ethics applications of undergraduate students, postgraduate taught or research students will be reviewed by an IATL Ethics Officer. *Note that relevant research conducted outside of IATL's modules will require a different set of application forms. These are available upon request from IATL's Ethics Lead.
- Students and Supervisors/Module Convenors are advised to read the [University guidelines](#) before completing the application form.
- Students should also complete the IATL Guidance and Training, with an option to go through the [online Epigeum training](#) before beginning their research.

What to submit to the IATL research ethics 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 Leaflet (including details about the complaints procedure and the University of Warwick's minimum of 10-year data retention policy)
- Unsigned Consent form (template) designed for purposes of the intended research
- Copies of any relevant authorisations
- Recruitment material (posters, copy of letters or emails to recruit participants, etc.)

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 [Research and Impact Services webpages](#).

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.

IATL's administrator will forward them to the appropriate research ethics sub-committee member(s) and keep copies of the applications on IATL's shared drive.

Review process

The IATL research ethics sub-committee will review the application and decide as follows, usually within a 2 week period:

- Approved – no amendments required.
- Conditionally Approved – minor amendments required.
- Conditionally Approved (Resubmit) – needs to be resubmitted with substantial/major 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 IATL 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 HSSREC.

Changes to research projects after approval has been given

Research Ethics approval must be sought for any substantial changes 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 IATL's Ethics Lead 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 can include:

- IATL Head of Department
- IATL Director of Studies
- IATL Ethics Lead
- IATL Academics

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 IATL research ethics sub-committee members if appropriate) to:

- determine whether or not an application falls within the remit of the sub-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 research ethics 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/

Appendix D

Guidance on use of ChatGPT and AI

Developments in Artificial Intelligence (AI) tools continue to evolve, and are becoming popular to support lifelong learning including that in higher education. It is also clear that AI literacy is now a key employability skill. While AI-generative tools like ChatGPT can be helpful to learning, it is important for you to be aware of their limitations and how to critically, responsibly and ethically engage with them. In the context of assessed work in your learning experience at University, it is vital to understand the risks of using AI to academic integrity. Please familiarise yourself with our University's guidance on this, which can be found at [Institutional Approach to the use of artificial intelligence and academic integrity](#).

Assessment

IATL embraces AI as a useful tool for learning in certain contexts, when used responsibly and appropriately with this intention in mind. AI literacy is an important skill for employability – most significantly, the ability to critically, ethically and responsibly engage with AI-generated content. Keeping this in mind, your IATL Module Convenor has carefully considered the extent to which AI-use can benefit your learning on your module's assessment programme. To ensure these expectations are as clear and transparent as possible, IATL has adopted a 'traffic light' system, where each assessment component on your module will be 'badged' red, amber or green (see below) with specific guidelines regarding AI-use in the assignment.

Traffic Light Model to set expectations for AI-use on IATL Assignments

Your IATL Assignment Brief will feature a section on the expectations regarding AI-use on your IATL Assignment. Note that each assignment may have a different set of expectations, so please read each assignment brief carefully.



Red: No use of AI is permitted.

Work must be entirely student-created without the use of AI in *any* stage of the work.



AMBER: AI can be used for Specific Tasks, with Student Oversight

AI is permitted for specific assignment tasks on this module. Specific guidelines on this are available in the Assignment Brief(s). This may include using AI:

- To generate ideas towards your assignment
- To help plan out your assignment
- To assist in editing your assignment
- To create an outline or first draft of your assignment
- To generate an image, music, sound (or similar) for your assignment

In all cases where AI is used, you are responsible for overseeing and managing your process. This includes critically engaging with your AI tools, responsibly tracking your use of AI, and ethically applying AI-generated content to your assignment. If you use AI, in such cases, your assignment's Reference List / Bibliography must include clear summary of AI-generated content in the submitted work – including a summary of AI tools used and why they have been used for purposes of the assignment. If you intend on using AI to edit your assignment work,

you will need to include the original work as an Appendix (or similar) to your submitted assignment for comparison.



GREEN: Full AI use is allowed, with Student Oversight and Management

AI can be used throughout the assignment, with student's oversight and management. This includes critically engaging with your AI tools, responsibly tracking your use of AI, and ethically applying AI-generated content to your assignment. Assignment Reference List / Bibliography must include clear summary of AI-generated content in the submitted work – including a summary of AI tools used and why they have been used for purposes of the assignment.

It is very important to recognise that AI tools in the creation of your assignments can have significant repercussions on your learning. If you are unclear on your IATL module's position on using AI tools in assessed work, it is always best to speak with your Module Convenor before embarking on using such tools in your assessed work, and to make sure that you always indicate clearly where AI has generated content in your assignment, if it is permitted on your module.

Any work you submit for assessment in IATL requires a declaration via Tabula that you agree to the [University's regulations on academic integrity](#). This includes a statement that your work is your own original work. Further guidance can be found via the University's Academic Integrity [webpages](#).

AI-generated content cannot be presented as your own work. Like any other resource utilised in the creation of your academic work, you need to acknowledge and reference that you have used AI-generated content.

How do I reference my use of AI-generated content?

If you choose to include AI-generated content in any form of assessment where AI is allowed on your module, you **MUST** include a reference that explains:

- where you have used it in your assignment (using in-text citation)
- what prompts you used to get the results
- how you used these results
- and why AI was necessarily to be used in your assignment

EXAMPLE:

As a citation in your assignment text:

(ChatGPT, 2023a) or 'here the ChatGPT (2023b) input'...

And then in the list of reference/bibliography:

ChatGPT, 2023a: ChatGPT response generated on 1 August 2020, retrieved from OpenAI's GPT-3 Playground (<https://beta.openai.com/docs/guides/gpt-3-playground/>) using the following prompt:.... For the purpose of.....

ChatGPT, 2023b:...

Failure to clearly identify where content is not your own is in violation of the University's academic integrity principles and constitutes plagiarism – a form of academic misconduct involving presenting someone else's work or ideas (in this case, AI-generated materials) as your own.

Challenges in using AI-generated Content

Whilst AI is a powerful tool which will continue to evolve and be a part of the teaching and learning experience, as well as the workplace, you should be aware of the challenges in using AI-generated content in your studies and in your assessments.

Similar to other Departments at the University, IATL has a number of key concerns:

- An important aspect of your learning is your ability to evaluate different sources and arguments, to reflect on the merit (or otherwise) of existing knowledge and viewpoints. AI content generation tools are unlikely to help you develop these skills, particularly in the context of interdisciplinary learning, and will negatively impact your ability to progress in your own learning journey.
- You're unlikely to be able to use generated content to fulfil the true context of the assignment brief and meet the specific learning outcomes of the IATL module you are taking.
- You remain responsible for the narrative, reflection and arguments in your own work, so you need to make sure that the facts, models and figures referenced in your work are verified and accurate – we cannot trust any content that is generated without identifying a reliable source that can substantiate AI-generated claims. AI models can produce incorrect or biased information that may not reflect your own opinions, or align with other arguments made elsewhere in your work.
- Information generated using AI tools should not be considered a primary source. Nonetheless, if their use is felt absolutely necessary, they should only be used in conjunction with other sources.
- AI tools are not able to obtain information that is not available in written or spoken form. They will also not be aware of the specific reading and case studies that have been recommended by the IATL Module Convenor, or used in the classroom. They may also struggle to obtain information about very specific topics that are not available publicly, and will not be able to understand the nuance of different academic arguments or writing styles.

Additional Questions?

If you have any questions about academic integrity and/or referencing, you should discuss this with your Module Convenor in the first instance.

Any additional questions regarding the use of AI in IATL assessed work should be directed to the IATL Director of Studies Heather.Meyer@warwick.ac.uk.