



UNDERGRADUATE STUDENT
HANDBOOK
2018/19



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1 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 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.

2 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”

Klein, J. T. (1996) *Crossing Boundaries: Knowledge, Disciplinarity and Interdisciplinarity*. London: University Press of Virginia. P15

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.

3 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.

“I have really enjoyed the module! It was great learning about something that was so different to my course, and something I am really interested in. I feel like our group worked through a lot of interesting topics and came up with some great points that I will be able to use in my future learning.”

Enrichment: How, for example, do we address sustainability and climate change? Can we look at significant human lives from the perspective of a single discipline? Which tools do we need to reinvent education or apply our imaginations to the challenges that face us? Is cultural communication just for linguists? What does biology say about identity, what do branding and marketing have to contribute to the same idea? What can understanding animals better tell us about our own species, and vice-versa?

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 an academic environment. Learn new things, new ways of thinking and researching, share your own insights and knowledge.

“I really enjoyed working with people outside my module. I was able to meet different people and hear ideas that were very different to the ones I was used to hearing.”

4 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 multidisciplinary 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; Klein 1990 11).

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Email

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

WHERE ARE WE?

Offices: 1.01a - 1.01f, First Floor, Senate House

5 SEMINAR TIMES and LOCATIONS 2018/19

AUTUMN TERM 2018	
IL002 Navigating Psychopathology CATS 12 or 15 Assessment: - A	Mondays 15.30-17.30 OR Tuesdays 14.00-16.00 Venue: H0.76, Humanities Studio, Humanities Building
IL005 Applied Imagination CATS 12 or 15 Assessment: - A	Wednesdays 10.00-12.00 Venue: H0.76, Humanities Studio, Humanities Building
IL008 Reinventing Education CATS 12 or 15 Assessment: - A	Tuesdays 11.00-13.00 (ALSO available in Spring term) Venue: H0.76, Humanities Studio, Humanities Building
IL020 Entrepreneurship: A Critical Perspective CATS 12 or 15 Assessment: - A	Thursdays 14.00 am-16.00 Venue: H0.76, Humanities Studio, Humanities Building
IL024 Laughter: A Transdisciplinary Approach CATS 12 or 15 Assessment A	Wednesdays 13.00-15.00 Venue: H0.03, Humanities Building
IL028 Understanding Wellbeing CATS 12 or 15 Assessment: A	Thursdays 11.00-12.00 Venue: H0.76, Humanities Studio, Humanities Building
IL030 South Asia in Britain CATS 12 or 15 Assessment: A	Thursdays 12.00-14.00 Venue: H0.76, Humanities Studio, Humanities Building
SPRING TERM 2019	
IL008 Reinventing Education CATS 12 or 15 Assessment: - A	Mondays 14.00-16.00 (ALSO available in Autumn term) Venue: H0.76, Humanities Studio, Humanities Building
IL016 Science of Music CATS 7.5 or 12 or 15 Assessment C or D	Fridays 10.00 – 12.00 Venue: H0.76, Humanities Studio, Humanities Building
IL017 Community Engagement CATS 12 or 15 Assessment A	Thursdays 11.00-13.00 Venue: H0.76, Humanities Studio, Humanities Building
IL018 Censorship and Society CATS 12 or 15 Assessment A	Tuesdays 14.30–16.30 or 17.30-19.30 Venue: OC1.08 – session 1 or OC1.02 – session 2, Oculus Building
IL023 Genetics, Science & Society CATS 12 or 15 Assessment A	Fridays 14.00-16.00 Venue: H0.76, Humanities Studio, Humanities Building
IL025 Gender & Violence CATS 12 or 15 Assessment A	Tuesdays 12.00-14.00 Venue: H0.76, Humanities Studio, Humanities Building
IL026 Interdisciplinary Computer Modelling CATS 12 or 15 Assessment A	Mondays 11.00-13.00 AND Thursdays 09.00-11.00 (Drop in session) Venue: PS1.28 (Monday), OC1.09 Oculus (Thursday)
IL029 Design Thinking Theory and Practice CATS 12 or 15 Assessment A	Wednesdays 11.00-13.00 AND Thursdays 15.00-17.00pm Venue: OC1.03 (Monday), H0.76 Humanities Studio (Thursday)

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>

Module Assessment types

A = 100% Assessed

B = 100% Examined

C = 50% Assessed/50% Examined

D=60% Examined/40% Assessed

6 Attendance

6.1 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 published as part of the University Calendar on the University website).

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.

6.2 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.

7 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 module webpages.

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)”

7.1 IATL Assessment Strategy

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

- encourage your active engagement of students in your 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) **Examinations** test your understanding of issues and coverage of the syllabus, as well as your ability to write concisely.
- 4) **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.
- 5) **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.
- 6) **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.
- 7) **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.

7.2 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. Most examinations will be invigilated unseen papers; however a few modules opt for a seen paper. Details of these will be given to you by the tutor. Seen exam papers will be available 21 days before the examination. Papers will be distributed by module leaders.

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](#).

Past examination papers are available on the University's [past papers page](#).

7.3 Examination Feedback

IATL **does not** return examination scripts to students. However, generic exam feedback will be provided.

7.4 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 Undergraduate 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.

7.5 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.

7.6 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.

7.7 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).

7.8 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 20-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.

7.9 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.

8 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 to the IATL offices** (1.01 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. (http://www2.warwick.ac.uk/fac/cross_fac/iatl/activities/modules/ugmodules)

9 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 MARKS PER DAY (EXCLUDING WEEKENDS) WILL BE DEDUCTED FROM LATE ASSESSMENTS WHERE AN EXTENSION HAS NOT BEEN GRANTED

10 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.

11 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.

12 Briefing Note for Students on the 20 Point Marking Scale

Your work will be marked using the University's **20 point marking scale**.

This 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 descriptors.

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. The person marking your work will consider your work alongside the generic criteria to decide which class of performance the work falls into. The marker will then determine the extent to which your work meets the criteria in order to arrive at a judgment about the position (high, mid, low) within the class. The work will be awarded the mark assigned to the relevant position in the class.

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 (2.2)	High 2.2	58	Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation and appropriate skills.
	Mid 2.2	55	
	Low 2.2	52	
Third	High 3rd	48	Work of limited quality, demonstrating some relevant knowledge and understanding.
	Mid 3rd	45	
	Low 3rd	42	
Fail	High Fail (sub Honours)	38	Work does not meet standards required for the appropriate stage of an Honours degree. Evidence of study and demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to significant omissions and errors.
	Fail	32	Work is significantly below the standard required for the appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.
		25	Poor quality work well below the standards required for the appropriate stage of an Honours degree.
	Low Fail	12	
Zero	Zero	0	Work of no merit OR Absent, work not submitted, penalty in some misconduct cases

13 CATS Points

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

14 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.

The University is aware that in some cultures it is considered shameful or embarrassing to disclose the details of these kinds of circumstances to those outside one's family. This is not the case in the prevailing UK culture and you should be aware that your department and the University are fully supportive of students in difficult circumstances and want to assist if at all possible. If you feel inhibited from talking to a tutor or other member of staff in the first instance, you may also consider talking to a member of your SSLC, the Students' Union, or a counsellor for initial, informal advice.

Clearly, though, in order for your circumstances to be considered as mitigating by your department, they must be conveyed formally to someone in your department (a tutor, the Director of Graduate/Undergraduate Studies, a course/module convenor, for instance). The University expects that you will discuss your circumstances before Exam Boards meet, so that they may be taken into account in good time. You should be aware that, in the event you feel you need to appeal the outcome of an Exam Board, offering extenuating or mitigating circumstances at that point will need to be accompanied by a good reason why you withheld the information earlier. Without wanting to invade your privacy, the University does expect that you bring such circumstances to your department's attention in a timely manner, despite the discomfort you might feel in so doing. Failure to disclose such circumstances at a time when you could have done so may subsequently be problematic. We will do all we can to support you in difficult situations.

15 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.

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 (link provided in section 19).

16 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 you are a second-year or third-year student your case may be considered by a Senate Disciplinary Committee. 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. We recommend Le Pan and Babington, *The Broadview Guide to Writing*, 3rd edition, which is available from the University Bookshop. Alternatively, consult www.bedfordstmartins.com/online/citex.html.

17 Health and Safety Policy

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

17.1 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.

17.2 First Aid

In the case of an accident or injury in Senate House please contact IATL's first aider, Adam Cartwright, who is based in Office 5 in IATL, ext. 74736.

17.3 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](#).

18 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.

19 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.

20 Other Policies and Regulations

[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](#)

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.

*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.*

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.