Please read this handbook before starting your studies and refer to it throughout the year

This handbook is only available online

This handbook is intended as a guide for the use of students. It does not replace the full regulations published in the University Calendar. These can be found online at http://www2.warwick.ac.uk/services/gov/calendar.
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MESSAGE FROM PROFESSOR CELIA LURY, CENTRE DIRECTOR

Welcome to the Centre for Interdisciplinary Methodologies (CIM). We hope that your period of study will be rewarding, intellectually stimulating and happy and we are looking forward very much to working with you during your programme of study. Postgraduate students make a very valuable contribution to the life and culture of CIM. We hope we provide an environment in which we can learn from each other's interests and research.

CIM was established at Warwick in 2012 to foster innovative and experimental forms of knowledge production, through a sustained focus on methodology. We are dedicated to expanding the role of interdisciplinary methods and methodologies through new lines of inquiry that cut across disciplinary boundaries. Method is central to the formation and transformation of knowledge and the challenge of working across and in between disciplines is both exciting and pressing. Our team is drawn from across the disciplines and has expertise in a wide range of areas. The Centre provides a lively and friendly environment for research and graduate study. We have a wide range of research projects underway and are also exploring new collaborations. In addition to any formal programmes you are following, there is an array of seminars and work in progress groups in the Centre, and more widely across the University, in which we hope you will participate. Your most direct contact with the staff is likely to be with your module tutors and dissertation supervisor, but please feel free to approach any member of staff who may be able to help you with your work. You will find a full list of staff and their research expertise at the back of this booklet.

The following members of staff are responsible for the MSc in Big Data and Digital Futures; their contact details can be found on page 7:

Director of Postgraduate Taught Courses (PGT) Dr Michael Dieter
Centre Administrator Mrs Tracy Horton

I look forward to meeting you at the Reception for new postgraduate students on Monday 5th October at 4.30pm in H0.58

Professor Celia Lury
Director, Centre for Interdisciplinary Methodologies
INTRODUCTION

This Handbook has been compiled to provide you with a range of essential and useful information relating to your studies in the Centre for Interdisciplinary Methodologies at Warwick.

It provides basic information aimed to orient you, specific information on your course of studies, plus more specialised information that you may not need now but might require in future.

If you have any suggestions about material that could be included in this Handbook to help future students, please bring your suggestions to the Director of Postgraduate Taught.

Dr Michael Dieter
Director of Postgraduate Taught Courses
B0.03

Dr Emma Uprichard
Current Convenor of the MSc in Big Data and Digital Futures
B0.07
ORIENTATION

Centre Organisation

CIM currently has approximately fourteen members of staff. It runs the MA in Digital and Media Culture, MSc in Big Data and Digital Futures, and MSc in Urban Informatics and Analytics, all of which are available to full-time and part-time students; students following a CIM MA/MSc course on a part-time basis cover the course over two years. The Centre also accepts postgraduate students for the MPhil/PhD in Interdisciplinary Studies on both a full-time and part-time basis.

Some members of the Centre also participate in the Warwick Institute for the Science of Cities (WISC) and the Warwick Q Step Centre.

CIM is located on the ground floor, B block of the Social Sciences building.

Staff

A full staff list is provided later in the handbook. But the colleagues who have special responsibilities in the Graduate Programme are as follows:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Room</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre Director</td>
<td>Professor Celia Lury</td>
<td>B0.10</td>
<td>024 761 51757</td>
<td><a href="mailto:C.Lury@warwick.ac.uk">C.Lury@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Director of Postgraduate Taught Courses</td>
<td>Dr Michael Dieter</td>
<td>B0.03</td>
<td>024 765 73458</td>
<td><a href="mailto:M.J.Dieter@warwick.ac.uk">M.J.Dieter@warwick.ac.uk</a></td>
</tr>
<tr>
<td>(PGT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc in Big Data and Digital Futures</td>
<td>Currently Dr Emma Uprichard</td>
<td>B0.07</td>
<td>024 761 50117</td>
<td><a href="mailto:E.Uprichard@warwick.ac.uk">E.Uprichard@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Course Convenor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Postgraduate Research Courses</td>
<td>Dr Nate Tkacz</td>
<td>B0.14</td>
<td>024 765 22013</td>
<td><a href="mailto:N.Tkacz@warwick.ac.uk">N.Tkacz@warwick.ac.uk</a></td>
</tr>
<tr>
<td>(PGR) Masters Dissertation Convenor</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Academic Technologists</td>
<td>Ms Nataliya Tkachenko</td>
<td>B0.05</td>
<td>024 765 73455</td>
<td><a href="mailto:N.Tkachenko@warwick.ac.uk">N.Tkachenko@warwick.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr James Tripp</td>
<td>B0.04</td>
<td>024 765 74210</td>
<td><a href="mailto:James.Tripp@warwick.ac.uk">James.Tripp@warwick.ac.uk</a></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Centre Administrator</td>
<td>Mrs Tracy Horton</td>
<td>B0.09</td>
<td>024 761 51758</td>
<td><a href="mailto:T.Horton@warwick.ac.uk">T.Horton@warwick.ac.uk</a></td>
</tr>
</tbody>
</table>

Please note that the last five digits of the above telephone numbers are the internal extension numbers. The main CIM contact number is 024 761 51758 and the main University contact number is 024 765 23523.
Communications

The atmosphere in the Department is friendly and informal and it is easy to see individual members of staff. All staff post ‘office hours’ on the doors of their rooms when they will be available during term-time. You can always set up appointments at other times by e-mailing them. If the individual you are seeking is not available, you may leave a message on his or her voicemail; phone again later; use email; or contact the Centre Administrator. Please note that office hours may not be held during Reading week or during Term 3; please contact the individual member of staff concerned.

There are staff pigeonholes in which messages may be left; these are located in B0.01 and student mail will be in the ‘CIM Student’ tray in B0.01, or if ‘signed for’, it will be allocated to the student office (for those allocated office space) or held in the Centre Administrator’s office. Please check the in tray regularly.

Academic and administrative staff can all be contacted by email. Individual addresses can be found through the People pages of the CIM website.

The University provides all students with University email account and email is used regularly as an ‘official’ form of communication between staff and students. Information is also communicated to students in other ways such as Moodle and Tabula, web pages, post and on physical noticeboards.

Students should normally check their University email account on a daily basis during term-time.

We strongly encourage you to seek advice and guidance from your module tutors and personal tutors whenever you have a query. While short queries can be answered by e-mail, it is often better that longer discussions take place in person. Correspondence should be addressed to the Centre for Interdisciplinary Methodologies, Faculty of Social Sciences, University of Warwick, Coventry CV4 7AL.

It is essential that we have up-to-date information on your address, phone number and email so that we can contact you at any time. You must complete the relevant online registration form via the web: http://www2.warwick.ac.uk/fac/cross_fac/cim/study/current-students and deliver a copy of your submission and passport-sized photograph, to the Centre Administrator. Please inform her of any subsequent changes to correspondence information. Please note: if you do not complete the registration form you will not be added to the departmental contact lists and may miss vital information.

Students are encouraged to visit the CIM website regularly – www.warwick.ac.uk/cim – and to follow CIM on facebook/cimethods and twitter/cimethods. University news can be followed on the intranet at http://www2.warwick.ac.uk/insite/

CIM staff use Moodle as a virtual learning environment. Moodle has various uses, which include the circulation of teaching materials for specific courses. You will be required to use Moodle in order to access learning materials (e.g. readings). http://moodle.warwick.ac.uk/

CIM uses the Tabula system as a virtual administration environment. Tabula will be used for essay and dissertation submissions (as well as hard copy submissions), marking and publishing of feedback; recording
personal tutor meetings, seminar grouping (where appropriate) and for recording attendance and monitoring.  
http://tabula.warwick.ac.uk

Students should ensure compliance with the University’s Regulations Governing the use of University Computing Facilities at  
http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/computing/  
and the University E-mail Policy at http://www2.warwick.ac.uk/services/its/policies/

Induction

The first weeks of postgraduate study, especially if you are new to the institution, may be a little disorientating. The University and Centre have developed sessions to introduce and integrate you into your study with the minimum of disruption.

For CIM induction information please see our website: http://www2.warwick.ac.uk/fac/cross_fac/cim/study:  
Useful links.

All new CIM students are also encouraged to attend the following:

For University induction activities please see the web: http://warwick.ac.uk/welcome/firstweeks/  
For University enrolment events please see the web: http://warwick.ac.uk/welcome

IT Induction Session for Postgraduates

A member of IT Services will give a presentation of IT facilities at a meeting on Thursday 8th October at 10.00am in room F1.11. For further information, please see Induction week plan via the web page:  
http://www2.warwick.ac.uk/fac/cross_fac/cim/study: Useful links.

Teaching Locations on Campus

S numbers are in the Social Sciences Building.  
A numbers are in the A wing of the Social Sciences Building.  
B numbers are in the B wing of the Social Sciences Building.  
B2.01 and B2.04/5 are in the science concourse over the bridge from the library.  
C numbers are in the C wing of the Social Sciences Building.  
F numbers are in the Engineering Building.  
H numbers are in the Humanities Building.  
R numbers are in the Ramphal Building.  
P numbers are in the Sciences Building.  
PS numbers are in the Physical Science Building.  
W numbers are on the Westwood campus, a 15-20 minute walk from the Centre.

Key Contacts

Centre Director
Professor Celia Lury is responsible for the overall management of the Centre. Most of the issues you are likely to face can normally be dealt with by your personal tutor, module tutors, the Masters Convenor or the Director of
You should always contact these people in the first instance. Should you need to see Professor Lury, you should make an appointment by email.

**Director of Postgraduate Taught Courses (PGT)**

Dr Michael Dieter is the Director of PGT. You should contact him with specific queries about University and Departmental procedures. He is responsible for forwarding requests for temporary suspension of registration or an extension of the registration period and extensions to assessed work deadlines — but in these cases you may wish to discuss with individual module tutors first. Please contact him for an appointment.

**Departmental Staff**

A full listing of CIM staff, including contact details, research and teaching projects, office hours, etc., can be found on the CIM website: [http://www2.warwick.ac.uk/fac/cross_fac/cim/people](http://www2.warwick.ac.uk/fac/cross_fac/cim/people)

**Centre Administrator**

Tracy Horton is the Administrator for CIM. Tracy can help with administrative queries relating to the day-to-day running of the Centre and who to contact elsewhere in the University. She can also assist with room bookings and coordinating CIM meetings and events. For issues with teaching, research, examination and general welfare, please contact your module tutor, or failing that the Convenor of your Masters course or the Director of Postgraduate Taught courses.

**Academic Technologist**

Nataliya Tkachenko is the Academic Technologist. The role of the Academic Technologist is to train and support students in the use of methodologically innovative tools in their research. Some modules may have Lab assistance and there is dissertation support available throughout the summer term.

**Staff-Student Liaison Committee**

The Centre has a **Staff-Student Liaison Committee (SSLC)**, for which Dr Nerea Calvillo acts as Convenor. Membership of the Committee is as follows: one representative from each of the taught Masters Programmes (including or plus one part-time student); one research student from each year of study (including or plus one part-time student); the Director of PGR and one other member of staff, normally the Director of PGT.

Early in the Autumn Term, **CIM asks for volunteers to sit on the SSLC**. The SSLC meets at least once a term and your participation via your representatives is encouraged. It is chaired by one of the students, elected to the position by his/her peers. It produces an annual report, compiled by the Convenor and the Chair. The annual report is considered by the Faculty and University Boards of Graduate Study. Items for inclusion on the agenda can be emailed to any of the SSLC members. If you have any questions or concerns about the degree or your programme, do not hesitate to contact one of the SSLC members.

You can consult the University **SSLC Handbook** for a fuller account of Warwick’s SSLC system. This can also be consulted at [http://www.warwicksu.com/sslc/22685/](http://www.warwicksu.com/sslc/22685/)
FACILITIES and RESOURCES

Research and Work Accommodation

The University Library and the Learning Grid offer access to computers and flexible spaces to work. Opening times of the Library vary throughout the year, so please check the library website for details.

There are some lockers available at the Student Union headquarters.

The PG Hub

PG Hub (Ground floor, Senate House) Card access, postgraduate-only

PG Hub is a peer-led collaborative community space that brings together postgraduates from across Warwick.

At PG Hub you can:

- Book meeting rooms for group-work and collaborative study, as well as find first-come-first-served study and meeting space;
- Ask any questions you might have about your postgraduate life at Warwick;
- Access support for your dissertation through the Dissertation Station;
- Find mentorship to take you to the next level;
- Get actively involved in cultural events, which last year included Halloween, the Burns Poetry Competition, Chinese New Year and a New Year Celebration;
- Locate support for your studies and future career plans through events and drop-ins;
- Share your postgraduate life through competitions and social media.

Currently open: 09:00 – 20:00 (see website for holiday opening)

For more information:
http://warwick.ac.uk/pghub
#WarwickPGHub
pghub@warwick.ac.uk

Meeting Room

The Centre has a meeting room space (B0.06), which can be booked via the Centre Administrator. This holds a maximum of twelve people and has projector facilities. It can be used for seminars, informal or formal meetings.

Office Space

The Centre currently has two offices (B0.20 and B0.21) holding 12 spaces (some connected but mostly for WIFI use) for students; arrangements for allocation and use will be made early in the Autumn term. Priority for allocation is given to final year PhD students (not in continuation), then 2nd year PhD, 1st year PhD and taught Masters students. Please note: due to the availability of rooms across the Faculty, room use is required; researchers who are found not to have used the room may have their desk privilege withdrawn or not be
allocated space for the next academic year. If you would like to use this space, please complete an application form which can be found in the Appendix.

Postgraduate Conference
In the Summer term of each year CIM holds a student-led conference at which postgraduate students are invited to present a chapter, section, or overview of their research. The audience will be made up of fellow graduate students, staff in the Centre and those who may also be interested. E.g. prospective students; other departmental researchers. The conference has a dual purpose: to provide you with an opportunity to present your work to an audience and gain feedback, and to give students experience in organising an event. You will be invited to be part of the organising committee in the Autumn Term. As this is a student focused and student driven event, all students are normally expected to attend the conference. Details on the conference will be available throughout the year.

Auditing Courses
You may wish to explore with your supervisor auditing a module on offer either within or outside the Centre. This would not normally entail any written work. You will also need the permission of the module tutor to audit the module. The tutor may have some further conditions regarding your auditing of the module (around participation and attendance, for example). Masters students will have first priority on Taught Masters modules, and spaces may not be able to be guaranteed but where possible we will do our best to accommodate your needs within the Centre and assist in gaining permission to audit modules outside the Centre.

Facilities and Equipment
If you wish to make a telephone call or fax a document on departmental business, you may do so by arrangement with the Centre Administrator. She also has official electronic stationery, and on occasion you may be allowed to use the Centre’s postal facilities. The Centre also has a laptop for use for special events. See the Centre Administrator for booking details.

University Library
Your University card will give you access to the Library.

The Library has a designated Academic Support Librarian for each academic department; CIM’s Academic Support Librarian is Richard Perkins (http://www2.warwick.ac.uk/services/library/staff/teaching/academic-support-librarians), and he can be invited to attend SSLC meetings. He can provide advice about Library services and resources. These include:

- General information about accessing and using the Library, Learning Grid, and Modern Records Centre;
- Information sources for your subject;
- Developing information and research skills;
- Sources of help and advice.

You can access the Library website at http://warwick.ac.uk/library for general information and subject web pages at http://warwick.ac.uk/library/tealea/ for support in starting research in your chosen subject areas.

You are encouraged to attend introductory talks which introduce you to the facilities, resources and services of the library. These talks take place in Weeks 1, 2 and 3 of the first term. It is important to remember that
the library is as much a virtual as a physical institution. The provision of electronic resources – particularly academic journals – is extensive. It is essential that you familiarise yourself with ways of accessing and searching such material, as this will become a pivotal part of your studies here.

The University of Warwick is part of the national SCONUL Access scheme, which entitles you to visit and use many other academic libraries in the United Kingdom, including the nearby university libraries at Aston, Birmingham, Birmingham City, and Coventry. To use this free scheme, you need to get a special card, application forms for which are on the Library website or available on request from the Library help points on Floor 1. You’ll find more information on this scheme and opportunities for you to access other research libraries on the Library website.

If you are unable to obtain a source of information from the University of Warwick Library, then you may request it through the document supply scheme. Application forms are available on the ground floor of the library, or can be downloaded from the library’s website. These will need to be signed by your module tutor or supervisor before the library will process them.

CIM Resource Library

CIM has a small resource library held in the Centre Administrators office (B0.09) containing a number of books and previous Dissertations for loan; this is in addition to the main Library resources. Should you wish to loan any items there is a form to complete [see relevant appendix]. Any items you may like to see included in the CIM library please let the Centre Administrator know and this will be reviewed by the Centre Director and academic staff.

IT Services

IT Services provide the essential resources and support necessary to give all members of the University access to information technology for research, teaching, learning and administration purposes. If you have problems using the facilities or systems provided by IT Services, you can go to the Helpdesk located on the ground floor of the Library building, telephone 024 765 73737 or email helpdesk@warwick.ac.uk.

Every student and member of staff, with the exception of those students on courses at partner institutions which are validated by the University, is entitled to register to use the services provided by IT Services, which can be accessed from anywhere on campus. Information on setting up an account, accessing the network from on and off campus, printing and purchasing computers is available on-line at http://warwick.ac.uk/its. IT Services also produce information on acceptable use of University IT facilities for students and staff: http://warwick.ac.uk/regulation31.

Warwick Graduate School

The Graduate School at Warwick is responsible for enhancing postgraduate student experience and upholding the high standards of graduate educational provision across the University. The Graduate School provides support to students to ensure timely progress, academic success and appropriate preparation for careers, and is available as a source of information and support beyond students’ departments.

To meet the needs of the University’s postgraduate students, the Graduate School:
• works to ensure that postgraduate students are provided with appropriate facilities and take advantage of the wider student experience offered by the University environment, for example the Wolfson Research Exchange and the PG Hub;
• supports and delivers a series of activities and events to provide postgraduates with opportunities for networking and socialising beyond their departments;
• administers student feedback mechanisms, for example, research students’ Annual Reports and the Postgraduate Research and Taught Student Experience Surveys;
• provides information and support to students applying for internal and external bursaries and scholarships;
• offers impartial advice on the University’s regulatory framework;
• supports the conduct of formal appeals and complaints processes and other investigations.

For the latest information on how the Graduate School can support you in your studies please visit http://warwick.ac.uk/graduateschool

Masters Skills Programme

Warwick offers you the opportunity to participate in the Masters Skills Programme to develop your academic, personal and professional skills whilst at Warwick.

This programme includes a range of workshops, events and online resources to help you adjust to postgraduate study, boost your employability and enhance your research skills.

There are plenty of opportunities to meet other students and you can gain recognition for your efforts through the Warwick Skills Portfolio Award. We strongly encourage you to make use of these opportunities.

Find out more:
Web: warwick.ac.uk/maskills | Email: skills@warwick.ac.uk | Twitter: @warwickskills

The Learning and Development Centre

This provides guidance and training on all aspects of academic life. You can find out more about what it has to offer at http://www2.warwick.ac.uk/services/ldc/.

Student Careers and Skills

The Student Careers & Skills team offers a wide range of online resources, workshops, 1:1 advice, employer presentations, careers fairs and a student helpdesk accessible in person, by email and phone and can help you:

• Settle into life at Warwick and discover all the University has to offer;
• Understand what’s important to you, what your strengths and career goals are;
• Succeed in your studies and get help with academic writing, revision, note-taking and seminar presentations;
• Recognise and develop transferrable skills employers look for, including communication, leadership, enterprise and team-working;
• Research employers, gain work or volunteering experience and find a job for after graduation, including by searching thousands of employer vacancies.
Each academic department has a Careers Consultant however as the Centre is interdisciplinary there are a number of advisors who can provide discipline-specific support for students and information for departmental handbooks and websites. This can include, for example, 1:1 advice in the department, support for alumni events, and discipline-specific information sessions (e.g. ‘what can I do with my degree?’). You can also consult the Careers & Skills website for more information (http://warwick.ac.uk/careers).

Students’ Union

Warwick Students’ Union is one of the largest and most dynamic in the country and is a focal point for many students during their time here. Warwick has a diverse population and being student-led the Union is equipped to meet the full range of student needs. Whether it is in academic representation, skills development or our unrivalled seven nights a week entertainment programme, the Union will have something for you.

Over 40% of Warwick students are postgraduates and the Union has adapted to ensure that postgraduates are fully represented by and within the organisation. The Postgraduate Committee co-ordinates all of the Union’s postgraduate work from social events to campaigns and is supported by the sabbatical Education Officer. It is also affiliated to the National Postgraduate Committee that keeps on top of national postgraduate issues. If you are interested in becoming involved in the Postgraduate Committee then contact the Union for more information: http://www.warwicksu.com/

Language Learning Facilities

The Language Centre supports the University’s commitment to providing foreign language learning opportunities for postgraduate students. It is equipped with digital language classrooms and seminar rooms, with data projection and electronic whiteboards. There is also a multi-media open access suite with satellite TV, computer-based learning, and DVD players. There are a number of choices available for acquiring a new foreign language or brushing up language skills:

i. **Academic modules not for credit**

The same modules as those available for academic credit are also available to take in addition to degree studies. A fee applies to these modules. Further information is available from the Centre’s website.

ii. **Lifelong Language Learning (LLL) Courses**

A programme of language courses is available. More information can be found at: http://warwick.ac.uk/languagecentre/lifelonglearning/.

The Language Centre (http://warwick.ac.uk/languagecentre) is located on the ground floor of the Humanities Building and can be contacted by email at language.enquiries@warwick.ac.uk.

Advanced Archival Research

Although the Modern Records Centre is open to the public, if you want special help on advanced archival research, it is best to email them first on archives@warwick.ac.uk to arrange a meeting.
Health and Safety Policy

1. The Centre for Interdisciplinary Methodologies considers that high standards of health and safety are of vital importance in enabling it to achieve its objectives.

2. The Centre regards compliance with legal requirements as the minimum acceptable health and safety standard.

3. The Centre is committed to updating its arrangements in accordance with the advice of the University Safety Officer in order to achieve a continual improvement in its standards of health and safety.

4. The Centre Director, Professor Celia Lury, has overall responsibility for health and safety matters. She is assisted by the Centre Administrator, Mrs Tracy Horton with the monitoring, review and development of health and safety policy.

5. All staff, students and other members of the Centre (including visitors where appropriate) are entitled to a Personal Emergency Evacuation Plan (PEEP). If you believe that you will require evacuation assistance or would like to have an evacuation plan then please contact the Centre Administrator, Mrs Tracy Horton.

6. Charlotte Lewis (PAIS; ext. 28464); Julia Engwell (WBS; ext. 74669); Dierdre Kennedy (ext. 50625) and Wendy Moore (ext. 24260) are qualified first aiders. They keep records of accidents and other incidents.

7. Car Parks 4/4a (WBS) or 7 (Social Studies) are designated as safe evacuation areas (for Social Sciences) where people can go in the event of an emergency and are sufficiently far from the evacuated buildings so as not to be at risk.

8. All staff, students and other members of the Centre (including visitors where appropriate) are expected to take a constructive attitude towards issues of health and safety and must:
   a. comply with the appropriate legal requirements as laid down by the publications that make up Safety in the University (SITU Part 1);
   b. take reasonable precautions for their own health and safety and for that of others involved in their activities;
   c. inform the Centre Administrator of any accidents, near misses and work-related ill health;
   d. inform the Centre Administrator, or designated other, of any situations that you consider could give rise to serious or imminent danger, or fall short of the standards expected;

9. The Centre makes suitable arrangements for health and safety, as far as reasonably practicable.

10. All accidents and reported incidents will be investigated.

11. Information on health and safety is communicated to those working in the Centre via the notice boards located on the ground floor of B block (CIM areas) and contained within the Handbook.
Hardship Funds

Access to Learning Funds are allocated to the University by the UK Government to provide help to home postgraduate students who have serious financial difficulties. Full- and part-time students paying home fees, and who have been ordinarily resident in the British Isles for the three years immediately before the start of their studies, are eligible to apply.

http://www.go.warwick.ac.uk/hardshipfunds

Travel Insurance and Overseas Research Trips

All postgraduate students traveling on university research business can be covered by the University’s insurance. Please note that this cover is not automatic – you need to apply. If you are planning to spend time abroad for research purposes, you must:

a) contact the Centre Administrator at least 5 working days before departure, and ask them to email Janet McErlane at J.M.McErlane@warwick.ac.uk with a cost code and the following details:
   i. full name;
   ii. reason for travel;
   iii. period of cover;
   iv. destination; and
   v. pre-existing medical conditions.

b) send a copy of any travel insurance documents to your supervisor(s). This will eliminate any confusion over whether a student is insured or not when abroad and avoid (very stressful) scenarios where a student falls ill abroad and requires treatment without any medical insurance in place.

Further information on university travel policies is available and can be found on the web page: http://www2.warwick.ac.uk/services/finance/insurance/keypolicies/traveloverseas

Please also remember that your monitoring and visa conditions require you to inform the Centre prior to any overseas travel – see Attendance and Monitoring (pg. 18) for details.

Car Parking

Car parking may be difficult if you arrive after the early morning. It is usually possible to find spaces in fee-paying car parks. Students who face particular problems should contact University House Reception.
ATTENDANCE AND MONITORING

Attendance

Attendance at lectures and seminars is compulsory, being required by University of Warwick regulations: http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress

If you are unable to attend a lecture or seminar, you should inform your seminar tutor or the module director of the reasons for your non-attendance in advance. If this is not possible, you should inform the seminar tutor or the module director as soon as possible after the class. You may do this by email. If you are an International student and intend to leave the country, please inform the office as this is now a requirement of the UK Border Agency.

Monitoring

In accordance with UK immigration law and university funder requirements, the University operates a Monitoring Points system to monitor student attendance. Students with a record of unauthorised absences are reported directly to the University. The possible sanctions may include the imposition of extra work or your referral to the Continuation of Registration Committee, which may require you to withdraw from your course of study.

The monitoring points for postgraduate taught students are listed below. If you are unable to meet a requirement, you should inform your module tutor and the Masters Convenor as soon as possible, in advance, or as soon as possible thereafter.

If you are an international student and intend to leave the country for any reason, it is a requirement of the UK Border Agency that you inform your Director of PGT and the Centre Administrator, getting their authorisation.

Please see the University's full policy of attendance at http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress
### CIM Monitoring Points 2015-16

**Full-Time Postgraduate Taught**

<table>
<thead>
<tr>
<th>When</th>
<th>Term 1 (Autumn)</th>
<th>Term 2 (Spring)</th>
<th>Term 3 (Summer)</th>
<th>Summer Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 points</td>
<td>Attendance at Induction Meeting</td>
<td>4 points</td>
<td>Lecture attendance in Weeks 2,4,7</td>
<td>2 points</td>
</tr>
<tr>
<td></td>
<td>Lecture attendance in Weeks 3,5,7,9</td>
<td>Submission of assessed essay from one module</td>
<td>Seminar for Dissertation</td>
<td>2 points</td>
</tr>
<tr>
<td></td>
<td>Submission of assessed essay from one core module</td>
<td></td>
<td>Meeting for Dissertation (must be face to face unless the student is conducting fieldwork overseas)</td>
<td></td>
</tr>
</tbody>
</table>

*Should there be an extension or requirement to resubmit, the student must continue to have direct contact (as appropriate) with their Dissertation Supervisor before final submission. Students in extension or due to resubmit are normally expected to remain on campus unless there is an exceptional circumstance for which authorisation has been given to submit electronically and via post.

Visiting Postgraduate Taught or Research students will be expected to follow the current relevant CIM monitoring points for the period of their enrolment.

Postdoctoral Visiting Researchers will be allocated a Supervisor/Line Manager within the Centre and will be expected to meet with them on a regular basis (at least once per month face to face)**

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PERSONAL TUTORS AND PASTORAL CARE

In line with University Policy, all students are assigned a personal tutor; you will find out who your tutor is in the first week of term. If you have any queries or problems you may discuss these with Dr Nerea Calvillo, the CIM Senior Tutor or, alternatively, the Centre Director.

Under the University’s Code of Good Practice, it is expected that a Personal Tutor will:

• Meet students at their request for an individual review of general progress and general well-being.
• Set aside some fixed time or times (of at least one hour each week) when students may drop in.
• Give students advice about their academic progress and general academic advice about courses and options.
• Give students help and advice about non-academic matters as far as it is in their competence to do so, or advise them where further help can be obtained.
• Be sensitive to the need of students to discuss personal matters with members of staff of the same sex as the student, and to make appropriate arrangements for this to happen.
• Advise students of the procedures to be adopted in the event of an emergency.
• Be prepared to act as referee for their students for job and other applications if appropriate.
• Perform all the responsibilities conferred on Personal Tutors in the University Regulations.

Of course none of this prevents you from approaching any member of staff in the Centre. We are all very pleased to help with all aspects of pastoral and academic care.

If you feel you have problems that are affecting your ability to work effectively, you may wish to discuss them first with your personal tutor or module tutor. However, pastoral care within the Centre is also backed up by the University’s Counselling Service which is located in Westwood House. If you visit http://www2.warwick.ac.uk/services/tutors/counselling/student/, you will be able to find further information on this subject.

The Counselling Service also offers help with study skills problems, and with problems arising from conditions such as dyslexia. In addition, they will supply you with information concerning the University’s guidelines on sexual and racial harassment. These Guidelines are also available at the University’s Website: http://www2.warwick.ac.uk/insite/topic/healthsafety/welfare/harassment/.

Here are some useful pastoral/welfare telephone numbers:

Stephen Lamb, Senior Tutor 024 7652 2761 (Internal 22761)
Email: seniortutor@warwick.ac.uk

Counselling 024 7652 3761 (Internal 23761)
Email: counselling@warwick.ac.uk

Disability Services 024 7615 0641 (Internal 50641)
Email: disability@warwick.ac.uk

Student Support Services
Web: http://www2.warwick.ac.uk/services/student-support-services/

Students’ Union Advice and Welfare Services 024 7657 2824 (Internal 72824)
Email: advice@warwicksu.com
Nightline (student-run listening service) 024 7641 7668 (Internal 22199)
9:00 pm – 9:00 am

Chaplaincy 024 7652 3519 (Internal 23519)
Email: chaplaincy@warwick.ac.uk

**CIM Senior Tutor**

The typical range of duties of a Senior Tutor is as follows:

- To be responsible for the effective operation of the personal tutor system in the Centre, including making sure that students know who their personal tutor is by posting personal tutor lists on the Centre website and noticeboards;
- To provide support and guidance to students if the personal tutor is unavailable; to provide support and guidance to members of academic staff who are personal tutors;
- In collaboration with the Centre Administrator, to assign available academic staff their personal tutees at the start of each academic year, and to inform students if their personal tutor is changed;
- To consult with the University Senior Tutor about possible changes to the operation of personal tutoring in the Centre;
- To attend meetings of the Centre’s Special Circumstances Committee;
- To attend all exam boards in the Department;
- To create and manage the 'Report a Student Problem' system;
- To advise the Director and the Staff Meeting on all pastoral issues.

To discuss any items with CIM’s Senior Tutor, Dr Nerea Calvillo, you will need to make an appointment via email: N.Calvillo@warwick.ac.uk.
COURSE INFORMATION FOR MASTERS STUDENTS

Course Structure

To be awarded an MSc you must receive 180 CATS. You must study the two core modules at 30 CATs each and a dissertation (60 CATS). You will need to choose your option modules (30+30 CATs) or (20+20+20 CATs) to acquire a minimum of 60 CATS to qualify for the MSc. You must register for all modules online at: http://start.warwick.ac.uk and/or http://www.warwick.ac.uk/evision during your first week at University.

In addition to the two core modules, you must take at least one option module from the ones offered by CIM (listed below) and can choose the remaining ones from other departments. If you’d like to take an option module from another department, you need to seek permission by filling in an external module form [see relevant Appendix] and get it signed by both the module leader and the Director of PGT, Dr Michael Dieter.

Options for the entire year need to be chosen in the first week of term 1. Occasionally, it is possible to change option modules (during the first week of term 1 or for second term modules during week 1 for term 2. This can be done by filling in a change of option form [see relevant Appendix].

Timetable

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Lecture and Seminars</th>
</tr>
</thead>
<tbody>
<tr>
<td>IM902 – The Concepts of the Digital</td>
<td>Mondays  12.00 – 3.00pm Room R0.14</td>
</tr>
<tr>
<td></td>
<td>Lab Sessions</td>
</tr>
<tr>
<td></td>
<td>Mondays 3.00 – 4.00pm – Room R0.39</td>
</tr>
<tr>
<td></td>
<td>Mondays 4.00 – 5.00pm – Room R0.41</td>
</tr>
<tr>
<td>IM915 – Post Digital Books</td>
<td>Lectures and Seminars</td>
</tr>
<tr>
<td></td>
<td>Tuesdays 1.00 – 4.00pm Room S0.10</td>
</tr>
<tr>
<td>IM919 – Urban Data: Theory and Methodology</td>
<td>Lecture and Seminars</td>
</tr>
<tr>
<td></td>
<td>Weeks 2-5, 7-10</td>
</tr>
<tr>
<td></td>
<td>Wednesdays 1.00 – 4.00pm Room P5.21</td>
</tr>
<tr>
<td></td>
<td>Week 6 – Field Trip</td>
</tr>
<tr>
<td>IM920 – Digital Sociology</td>
<td>Lecture and Seminars</td>
</tr>
<tr>
<td></td>
<td>Weeks 2-5, 7-10</td>
</tr>
<tr>
<td></td>
<td>Thursdays 3.00 – 5.00pm Room R0.14</td>
</tr>
<tr>
<td></td>
<td>Week 6</td>
</tr>
<tr>
<td>Course</td>
<td>Schedule</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **CORE - IM913 – Methods and Practice in Urban Science**              | Tuesday 10.00 – 12.00noon  
Room R1.15  
Lab Sessions  
Weeks 6, Tuesday 12.00 – 1.00pm  
Weeks 7, 8, 9 Tuesdays 11.00 – 12noon  
Room R0.12 |
| **CORE - IM914 – Big Data Research: Hype or Revolution?**             | Wednesday 1.00 – 4.00pm  
Weeks 1-3 and 10 = Room P5.21  
Weeks 4-9 = Room R0.41 |
| **IM904 – Digital Objects, Digital Methods**                         | Lecture and Workshops  
Thursdays 2.00 – 5.00pm  
Room R1.13 |
| **CORE - IM906 – Dissertation**                                       | IM906 Dissertation Lectures  
Monday 1 February 2016 (Week 4) – 10.00 – 11.00am  
– Room B2.01  
Monday 8 February 2016 (Week 5) - 10.00 – 11.00am– Room B2.04/5 |
| **IM921 Visualisation**                                               | Lecture and Seminars  
Tuesdays 2.30 – 5.30pm  
Room B2.04/5 (Science Concourse) |
| **Spring Vacation**                                                   |                                                                          |
| **IM903 – Complexity in the Social Sciences**                        | Lecture and Workshops  
This is an intensive 4 day course. Monday 21 March to Thursday 14 March 2016  
9.00am to 6.15pm  
Rooms A0.02 and D1.07 |
| **Summer Term**                                                      |                                                                          |
Dissertation

Dissertations must follow the general style guide.

The dissertation addresses a single subject of the student’s choice. The topic may concern any aspect of the subject matter of their programme.

You should take special care to formulate a dissertation topic that can be handled effectively in 10,000 words and in the limited preparation period of less than four months. You should attend Dissertation module sessions where your choice of topic will be discussed. You’ll be assigned a supervisor by the end of Spring term. Dissertation titles must be confirmed by your supervisor.

The dissertation is an exercise in independent study in which you pursue a topic that interests you. It allows you to further develop your skills of literature search and bibliography construction, theoretical argument, appraisal of empirical evidence and judgement.

The Dissertation Plan

Once your dissertation topic is chosen, you should prepare a 1,500-2000 word dissertation plan for submission on the stated deadline.

You submit the Dissertation Title and Plan (no cover sheet necessary, just include your name, student ID, name of dissertation supervisor).

A plan should normally include at least the following elements:

- Titles of main chapters and an outline of their content;
- A statement of the central theme of the dissertation;
- The principal theoretical frameworks to be deployed in the dissertation;
- The empirical sources, texts or data that will be addressed;
- The methods and methodologies to be used;
- A supportive bibliography.
You will receive formative feedback on your dissertation plan from your dissertation supervisor. The aim of this process is to allow you to think seriously about your chosen topic before committing to a certain theme. If you do not submit a plan or submit it late then the dissertation advisor is under no obligation to provide feedback.

The supervisor will then provide feedback on your work-in-progress. You need to take into account that your supervisor may not be contactable after the summer term as he or she may be on leave. You need to settle all your queries before your supervisor goes on leave.

Dissertation Supervision

For your dissertation, the relationship with your supervisor is important. During the first Dissertation seminar, which takes place at the end of Term 2, the Dissertation Convenor (Dr Nathaniel Tkacz) will hand out a 'preliminary area of interest' document. Students will outline their general area of interest, even if actual topics are still being formulated. The Dissertation Convenor will then allocate students with supervisors on the basis of this document.

It is important that you agree a regular schedule of meetings with your supervisor. The Centre expects students to meet with their supervisor/s at least three times during the preparation of their dissertation. The supervisor can provide feedback on work-in-progress. Such feedback will normally be provided face to face, but may be provided virtually via email or Skype. The supervisor is normally expected to read and provide commentary on at least a half of your dissertation. You need to take into account that your supervisor may be away over the summer vacation and may not be contactable, you must therefore ensure all your queries are discussed with your supervisor before any leave. Please note that in keeping with University regulations, it is your responsibility to contact your supervisor to arrange meetings – don’t wait to be contacted by them.

The University lays down guidelines on the respective responsibilities of supervisors and students. The complete set of guidelines can be found at [http://www2.warwick.ac.uk/services/academicoffice/gsp/current](http://www2.warwick.ac.uk/services/academicoffice/gsp/current) but the most important are reproduced within this handbook.

Ethics in research

The University requires consideration of the ethical implications of the students’ research. In some cases, there will be no ethical implications of your research, but in cases where it involves human participants, data or tissue, prior approval is required. We ask you to fill in the form [see relevant appendix], and submit it together with your dissertation proposal. It is the responsibility of your dissertation supervisors to alert the Director of PGT to any pertinent ethical issues arising from your work. In such cases, you will need to supply the Director with an appropriate written description of the scope of the project, and a formal record of the decision to grant ethical approval will be kept in the Administrator Office.
Part-time Study

Students following a Masters course on a part-time basis complete the modules over two years. The order in which courses are followed is agreed following discussions with the Masters Convenor and the Director of PGT.

The Role of the Module Tutor

Module Tutors help you to define and develop topics for coursework. You may consult them at any stage. However, tutors will expect students working at postgraduate level to originate topics and ideas themselves through reading and participation in classes, and to take the initiative in identifying and locating relevant source materials.

It is the Centre's policy that Module Tutors do not read and comment upon written full-length drafts of assessed essays, but they may comment on plans and preliminary drafts.

Course Module Reviews

At the end of each module, you will be asked to participate in a module review. This can be done online via: http://www2.warwick.ac.uk/fac/cross_fac/cim/study/current-students

Your response to the content and teaching of the various modules you have taken is extremely valuable to us. The Module Tutors make a report on the reviews they have read at Academic Staff Meetings and the SSLC also considers these reports.

Assessment

Core Modules

All core modules are assessed by non-exam based assessments including essays and group presentations. The Module Tutors set a list of titles, which will be distributed to students through a link on the module homepage. Essays should demonstrate an understanding of the main approaches to analysing a given topic, a discussion of their relative merits, a familiarity with the basic relevant empirical material and a reasoned conclusion of your own. All style and general guidelines apply to the essays.

All Dissertations need to be negotiated with your Dissertation Supervisor.

Dissertation Titles

Before settling on a title, consult carefully with your Dissertation Supervisor and conduct a preliminary library search for source materials.
Please note that it is not acceptable to submit identical or very similar titles for assessment in different modules, either within CIM or in other departments. There should be no significant overlap or duplication of material between different essays or between essays and the dissertation.

Structure of Essays and Dissertation

An essay or dissertation should be structured into sections of around four or five for an essay depending on the length and possibly more for a dissertation. If the material warrants, a section might contain subsections. All these should be clearly headed – use bold, or underlining, or italics for this purpose. This format makes it easier for the reader to identify the main components of your argument.

Evidence

You are expected to take the initiative in locating research resources, and each essay is expected to include a substantial proportion of independent research. Essays and dissertations at postgraduate level are based on a variety of materials, including peer-reviewed journal articles, academic books, the daily and specialised press, online sources, and other relevant secondary literature.

Module reading lists provide a starting point for your research, but you are expected also to explore independently.

Do not expect books to be available on every topic. Journal articles have many advantages over monographs. They are more specialised, shorter and generally more concise; they are easily located using various searchable databases; you can also locate them by browsing in the library; and they often provide commentary on contemporary debates or findings more promptly than books. Most of the journals you will consult during your programme of study are available in full text form electronically from the library website. Be sure to familiarise yourself with this facility.

NB: Using the work of others without accurate and appropriate acknowledgement is considered to be academic misconduct (See Plagiarism section in Handbook). Heavy reliance on a very limited range of acknowledged sources does not constitute plagiarism, but may be considered poor scholarship and will be marked accordingly, which might mean a fail.

How Many Sources?

There is no simple answer to the question how many sources should be cited and/or listed in the bibliography of a written assignment. It depends on the nature of the inquiry and the length of the assignment. More would be expected of a dissertation where there is a long period of reading and preparation than in an essay. Demonstrating relevance and showing that you have actually made use of the sources are key assessment criteria. In addition you must, of course, give full source details of material that you engage with.
Submission of Assessed Work and Deadlines

It is a University regulation that students are individually responsible for managing their study and undertaking all assessments in the format and at the time specified. It is therefore important that you make every effort to read the instructions about assessment and related information on Tabula.

The deadline for all submissions is **NOON (12:00pm) and all summative assessment deadlines are available via the Tabula system: [http://tabula.warwick.ac.uk](http://tabula.warwick.ac.uk).** If you have formative assessment as part of your module but the formative assessment is not noted via Tabula, your module tutor will be able to advise you of the deadline.

Please note that the summative deadline for the electronic submission: you must submit this requirement **before 12noon** on the required dates or you will incur a penalty for late submission. Deadline changes for part-time students must be agreed in advance with the Director of PGT. You must submit your noted assessments online via the Tabula system: [http://tabula.warwick.ac.uk](http://tabula.warwick.ac.uk) in order to complete the electronic submission. You should always keep an electronic copy for yourself.

Should you wish to submit a hard copy in addition, this can be given to the Centre Administrator with the coursework submission form attached [see relevant appendix].

Dissertations must be submitted electronically via the Tabula system: [http://tabula.warwick.ac.uk](http://tabula.warwick.ac.uk) and as two hard copies; hard copies must be soft bound in red; (please allow enough time for printing and binding), and handed to the Centre Administrator office.

Only in exceptional circumstances will a student be allowed to ask a third party to submit their assessed work on their behalf. This should be agreed, where possible, two weeks before the deadline with the Masters Convenor. The Centre Administrator will also need to be informed of the request in order to provide the necessary documentation.

**PENALTIES**

Penalties for Late Submission of Assessed Work

Late submission means receipt of work after the arranged deadline. Penalties for late submission of coursework are heavy, unless formal permission for an extension has been obtained in advance. Please bear in mind that these penalties are agreed at University level. CIM does not have the authority to vary them.

For essays and dissertations, the University requires departments to impose a penalty of 3 percentage marks per 24 hours late on essays submitted after the specified deadline; for example, an essay submitted three days late will be deducted 9 marks. Note also that the penalties will be incurred from the deadline. Thus, when a deadline is specified at 12 noon, an assignment handed in the same day but at 12.01pm or later will attract a 3-mark penalty. An essay arriving at 12.01pm the day after will receive a 6-mark deduction and so on.
It is therefore obviously important that you organise your time to take account of the very precise deadlines specified in the Dates & Deadlines section of this handbook.

**Penalties for Excess Length**

Assessed essays and the dissertation must remain within the prescribed length. Word counts do not include the abstract, footnotes/endnotes or bibliography.

A published maximum word-length has the force of a University Regulation. All assessed work submitted for a Master’s degree must conform to the word-lengths given in this Handbook, and published elsewhere. You will be asked to provide a word count of your coursework and dissertation, to be noted on the coversheet you fill in when the work is submitted. If your essay is judged to be over-length, the Examination Board for Taught Masters Degrees is allowed to impose penalties. Any piece of assessed work that exceeds the word limit by more than 10 per cent (bibliography, footnotes, tables and appendices excluded) will be penalised by the deduction of one mark for every 25/50/200 words or part thereof exceeding 2750/5500/22000 words respectively. There is no penalty for assessed work submitted under the word-length, provided that quality has not been sacrificed to brevity.

**Penalties for no Bibliography**

Failure to include a bibliography will result in an automatic deduction of 2 marks from the grade for the exercise.

**Extension Requests for Assessed Work**

Timely submission of essays is a requirement for Master's level academic work. Writing to a deadline is a key skill of academic work and we encourage you to plan carefully, especially when you have multiple deadlines.

In certain circumstances, however, we do accept that students may need to request an extension and we have a formal procedure for application. Applications for extension must be made well in advance of the deadline (ideally no less than a week).

If an extension seems necessary you should request an extension via the Tabula system: [http://tabula.warwick.ac.uk](http://tabula.warwick.ac.uk). This will be forwarded to the Director of PGT. You will normally be notified of the response to your application within a few days. Each case will be treated individually. If your request for an extension is related to a medical condition we require you to present an original signed medical certificate (if necessary, CIM may ask for a translation into English).

Please note that computer problems and/or transport problems are not grounds for an extension. Make sure you regularly save and back up your work. On no account leave preparation of the final copy until the last minute when a printer or server malfunction could thwart you. Also, make sure that you leave plenty of time to arrive in the Centre before the submission deadline.

If you ask a fellow student to submit a hard copy of your work on your behalf, it is your responsibility to ensure that they submit the work before the deadline in the correct format.
Resubmission

If you fail one coursework component you may still pass the module depending on the weighting of the failed component and the grade of your second component. The Centre will confirm any deadline should you be required to resubmit.

If you fail the module, you have one resubmission opportunity for which the University deadline is the 31st of July.

Please note that under the University regulations, resubmissions of assessed work will normally be capped at a maximum pass mark of 50% but the Board of Examiners has the discretion to award a higher mark in exceptional circumstances.

More detail can be found on the University website:
http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/pgt Section 3) Re-examination

Progress on Taught Masters Courses

All your assessed coursework will be returned with feedback and a provisional mark agreed by two internal examiners within twenty working days of submission. The mark is provisional at this stage, as your coursework will not have been seen by the External Examiner, nor confirmed by the Examination Board. You can also request oral feedback from tutors and markers on your performance and progress. You should make individual arrangements with them to receive this.

Marking, Feedback and Exam Conventions

The Masters programmes in CIM operate to international standards. We operate a rigorous assessment procedure. All coursework is marked by a module tutor wherever possible. A sample of at least 20% is then seen by a moderator, including all distinctions (70+) and 'fails' (<49.9) and a sample of mid-range marks. Once the moderator has agreed the marks, the marks and feedback are sent out to the students. However, a further sample is then sent to an External Examiner, who provides a further process of moderation. In some cases, the External Examiner changes marks; you will be notified if your mark does change.

When your feedback is available it will be published and available to download via the Tabula system: http://tabula.warwick.ac.uk.

Marking Criteria

Several grade thresholds apply in taught postgraduate programmes in CIM. The pass mark is 50% and applies to Master’s, Postgraduate Diploma and Postgraduate Certificate qualifications. For the purposes of award classification (Master’s, Postgraduate Diploma, Postgraduate Certificate and Postgraduate Award),
any grade of 70% or above is a Distinction, any grade between 60% and 69.9% (inclusive) is a Merit, and any mark between 50% and 59.9% is a Pass. To obtain a Postgraduate Certificate, students need to pass (at a pass mark of 50% or above) whole modules which total at least 60 credits; to obtain a Postgraduate Diploma, students need to pass (at a pass mark of 50% or above) whole modules which total at least 120 credits. Where dissertations have not met the required standard, candidates may be asked by the November Exam Board to resubmit within a specified time limit.

The following tables detail the general criteria that underpin different bands of marks.

<table>
<thead>
<tr>
<th>90-100%</th>
<th>80-89%</th>
<th>70-79%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td><strong>Analysis</strong></td>
<td><strong>Critique</strong></td>
</tr>
<tr>
<td>Use of exhaustive range of sources, including willingness to access original primary sources and where relevant evidence of archival work.</td>
<td>Superlative answer to question approaching level necessary for professional academic publication. Demonstrates masterful facility with use of methodologies and theories and applies these in innovative ways to gain new analytical insights.</td>
<td>Highly original personal perspective on the problems in the question. Ability to innovate theoretically, and to overturn existing scholarly assumptions, and to contribute authoritatively to current high-level academic debates. Offering new interpretations of empirical evidence.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Superb structure, progression and pace. Prose and style appropriate for professional publication. Faultless referencing and bibliography as expected in professional publication.</td>
<td><strong>Comprehension</strong></td>
</tr>
<tr>
<td>Use of comprehensive range of relevant sources, worthy of noting for reference purposes.</td>
<td>Outstanding answer to question approaching level equivalent to preparation for doctoral work. Demonstrates impressive facility with use of methodologies and theories and applies these consistently to gain additional analytical insights.</td>
<td>Original personal perspective on the problems in the question. Ability to challenge existing scholarly assumptions.</td>
</tr>
<tr>
<td>Use of wide range of relevant sources, well understood and fully appreciated.</td>
<td>Excellent answer to question. Locates suitable concepts and makes comprehensive assessment of issues involved. Understands the relevant theories and applies them to answering the question.</td>
<td>Distinctive personal perspective on the problems in the question. Ability to set sources and viewpoints in context and evaluate contributions. Methodological awareness and theoretical appreciation.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>60-69%</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Analysis</strong></td>
</tr>
<tr>
<td>Good understanding of main sources, well summarised and used in a relevant way.</td>
<td>Competent answers to the question bringing out useful points and substantiating them. Use of theoretical models in a relevant way to answer the question. Presentation of arguments and intelligent comments relevant to the question.</td>
<td>Appreciation of main issues and ability to make appropriate critical points. Sensible commentary on evidence and materials used.</td>
</tr>
<tr>
<td><strong>50-59%</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Analysis</strong></td>
</tr>
<tr>
<td>Fair understanding of the literature and a fair range of source material consulted.</td>
<td>Limited use and understanding of theoretical models. Presentation of arguments and intelligent comment relevant to the question.</td>
<td>Sensible commentary on evidence and materials used.</td>
</tr>
<tr>
<td><strong>40-49%</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Analysis</strong></td>
</tr>
<tr>
<td>Few relevant sources used. Poor understanding.</td>
<td>Lack of an analytic approach. Purely descriptive account. Often the question has</td>
<td>Irrelevant comments. Lack of critical or appreciative</td>
</tr>
</tbody>
</table>
been ignored or badly understood.

<table>
<thead>
<tr>
<th>0-39%</th>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work shows little or no understanding of the subject under discussion. Attempts to use literature are either non-existent or irrelevant. The subject is not understood.</td>
<td>Unconnected points or observations dominate the text. There is no analytic structure. The question/title has not been addressed.</td>
<td>Critical awareness is absent. Argument relies on incoherent and/or contradictory observations.</td>
<td>Incoherent sentences. A general absence of structure. Absence of references, page numbers, abstract, etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Guidance**

**Breadth and Appropriateness of Research**

When assessing work, examiners note the sheer quantity, the quality, and the range of materials that a student has consulted, as well as the appropriateness of the research strategies employed. We require evidence that the material you have consulted has been both read and understood.

**Quality of Comprehension**

Examiners not only take note of what has been studied, but also pay close attention to the level of understanding of these materials that the student demonstrates. Having read appropriate materials does not in itself assure success. It is also necessary to make good sense of them.

**Analysis and Synthesis**

Analysis and synthesis refers to the process of first breaking down a complex problem into simpler or more primitive elements before subsequently rearranging these elements into a cogent, well supported, and relevant argument.

**Cogency**

Cogency is best defined as the ability to command assent. To achieve cogency, the student must first construct a clear and well-signposted argument, taking special care over paragraphing and any necessary division of the work into sections. But to be cogent, an essay must not merely be well structured and logically sequenced. It must also have a clear intention.

**Relevance**
Any amount of work and any degree of cogency will be wasted if the essay does not stick to the topic that was agreed at the outset. The essay is judged by its consistency with its title. Factual accuracy is not trivial. Inaccurate information in essays and dissertations is likely to be penalised.

**Contextualisation**

Contextualisation concerns the ability of a student to reach a mature judgement of the essay or dissertation’s place in and implications for the literature to which it belongs. In play here are knowledge of the interests of different academic audiences, awareness of gaps in existing literatures and how best to fill them, and a sense of where a good essay or dissertation might be published to best advantage.

**Critical ability**

Having made good sense of the material, the student faces a further task of assessing its implications, its potential as evidence, its logic and its significance. Only by the application of critical skills is good comprehension developed into active understanding. In practical terms, it is the presence of critical ability that distinguishes between the laborious and accurate literature survey that does no more than summarise a range of related materials and, on the other side, the critical survey that imposes a structure, asks persistent questions, detects flaws, and draws illuminating conclusions.

Aim for good English. Postgraduate students are expected to avoid spelling mistakes, grammatical errors, and typographical slips. You should read through and edit work before submission. Unless the written English of a student is of a certain minimum standard, it is impossible to express thought of the kind required to pass the programme.

**Transparency**

It is vital that the sources of all quotations, of supporting research, including paraphrasing and of facts not commonly known should be referenced. The referencing system should be appropriate to the work in hand and must be fully and consistently applied so that a reader is always able, in principle, to check the accuracy of the work.

**Assessment for Oral Presentations**

Criteria for oral assessment at CIM differ from written work in some important respects, especially in the category of presentation. The use of communication aids, time-management skills and a capacity to engage with the audience confidently through discussion are some points to make note of.

Students can expect to receive a grade along with a short paragraph of comments and feedback based on the criteria below. Specifics of presentation topics and expectations will be delivered to students in more detail within each module.

<table>
<thead>
<tr>
<th>Grade A = 90-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
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</table>

34
<table>
<thead>
<tr>
<th>Presentation</th>
<th>Analysis</th>
<th>Critique</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Superb structure, time-management, progression and pace. Excellent use of communication aids (slides, hand-outs, posters, etc.) with accurate referencing and citations. Clear articulation and volume. Demonstrates enthusiasm and confidence with the material.</strong></td>
<td><strong>Superlative overview of the topic necessary for a professional academic or expert presentation. Demonstrates masterful facility with use of methodologies and theories and applies these in innovative ways to gain new analytical insights.</strong></td>
<td><strong>Highly original personal perspective on the topic. Ability to innovate theoretically, and to overturn existing scholarly assumptions, and to contribute authoritatively to current high-level academic debates. Offering new interpretations of empirical evidence.</strong></td>
<td><strong>Able to engage and involve the audience. Displays extensive knowledge of the topic by answering questions comprehensively and creatively. Introduces complex and thought-provoking points for discussion.</strong></td>
</tr>
<tr>
<td><strong>Grade A = 80-89%</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Analysis</th>
<th>Critique</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Well structured and planned. Clear, articulate style. Proper referencing and bibliography. Confident presentation and appropriate length.</strong></td>
<td><strong>Excellent answer to question. Locates suitable concepts and makes comprehensive assessment of issues involved. Understands the relevant theories and applies them to</strong></td>
<td><strong>Distinctive personal perspective on the problems in the question. Ability to set sources and viewpoints in context and evaluate contributions. Methodological</strong></td>
<td><strong>Responds to questions appropriately and with ease. Introduces some interesting topics and reflections to encourage a discussion.</strong></td>
</tr>
<tr>
<td><strong>Grade A = 70-79%</strong></td>
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<tr>
<td>Grade B = 60-69%</td>
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</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Competent structure and time-management. Clear communication aids. Assured presentation style.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Competent answers to the question bringing out useful points and substantiating them. Use of theoretical models in a relevant way to answer the question. Presentation of arguments and intelligent comments relevant to the question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critique</strong></td>
<td>Appreciation of main issues and ability to make appropriate critical points. Sensible commentary on evidence and materials used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Demonstrates rudimental knowledge of the topic by responding accurately to questions, but sometimes fails to elaborate. Poses basic reflections to the audience, but struggles to build a discussion.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade C = 50-59%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
</tr>
<tr>
<td><strong>Critique</strong></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
</tr>
</tbody>
</table>

**Masters Pass Mark=50**

<table>
<thead>
<tr>
<th>Grade D = 40-49%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
</tr>
<tr>
<td><strong>Critique</strong></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
</tr>
</tbody>
</table>
enthusiasm. The audience frequently cannot hear or understand the speaker.

Grade E = 0-39%

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Analysis</th>
<th>Critique</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incoherent presentation. Lack of time-management. Confusing communication aids. A general absence of structure. Ongoing problems with articulation and delivery mean that the audience cannot focus on the content.</td>
<td>Unconnected points or observations dominate the presentation. There is no analytic structure. The question or topic has not been addressed.</td>
<td>Critical awareness is absent. Argument relies on incoherent and/or contradictory observations.</td>
<td>Does not able respond to questions or pose points of discussion to the audience.</td>
</tr>
</tbody>
</table>

Assessment of Group Work

At CIM, you may be required to participate in assessed group work as part of your module. It is standard practice that this will be peer-reviewed and self-assessed in addition to a grade allocated by the Module Tutor/Convenor.

This will generally consist of the following breakdown:

1. Group Work Review (20%)
2. Tutor/Convenor Grade (80%)

A sample of the assessment form can be found in the relevant Appendix.

Things to consider for group work:

- The collective capabilities of the group need to be taken into account, but in ways that allow for an equal degree of individual participation. For instance, what tasks or exercises each member will be most effective at, what different skills and experience do people have, how will each member be most effective?
- Time management is crucial for group work. You should develop a strict schedule or work program and collectively keep to it. Conflicting schedules and travel commitments also need to be taken into account.
- Opportunities will be available to consult with the Module Tutor/Convenor. Feedback and support will be given regarding the conception of the project and the functioning of the group.
- It is worthwhile keeping an individual log of hours, tasks and a general reflection on how the group is functioning for your own records.
- If an individual member is sick or cannot contribute due to illness this needs to be communicated to the coordinator with appropriate certification as per the standard process for special consideration.

**Examination Boards**

The Part I Examination Board (Internal Postgraduate Taught Exam Board) usually meets towards the end of June to consider marks on module assessments.

The Part II Examination Board, (Final Postgraduate Taught Exam Board) which considers dissertation performance and resubmissions, usually meets at the beginning of November.

There are a number of possible outcomes for the Masters: Fail, Award Postgraduate Certificate (60 credits), Award Postgraduate Diploma (120 credits**), Award MSc, Award MSc with Merit, and Award MSc with Distinction. The exam board will apply conventions set out in the ‘University Requirements for Taught Postgraduate Awards’: http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/pgt, which can be found on the Teaching Quality website along with University regulations and guidelines for taught postgraduate assessment conventions.

**Tabulated Summary of Credit Requirements for Awards**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Total Minimum Credit to be Taken</th>
<th>Total Minimum Credit to be Passed: including all core modules</th>
<th>Highest Level of Credit</th>
<th>Minimum Credit to be Passed at Highest Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters (PGT)</td>
<td>180</td>
<td>150*</td>
<td>7</td>
<td>150</td>
</tr>
<tr>
<td>PG Dip</td>
<td>120</td>
<td>90**</td>
<td>7</td>
<td>90</td>
</tr>
<tr>
<td>PG Cert</td>
<td>60</td>
<td>60</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

* The award of Masters may be made where a student has obtained 150 credits providing the student has obtained a mark of at least 40 in the failed module(s).
** The award of Postgraduate Diploma may be made where a student has obtained 90 credits providing the student has obtained a mark of at least 40 in the failed module(s).

**Permission to Proceed to Writing a Dissertation**

At the Part 1 Examination Board all marks and individual student progress will be reviewed. Provided you have achieved a Pass mark (a mark of 50% or above) for all your assessed work, or have done sufficiently well in some elements to compensate for failure elsewhere, you will be allowed to proceed to writing your dissertation. NB: This is a formal designation: ‘Proceed to Dissertation’; you should have already started work on your dissertation!
If you have failed too many elements of the MSc to make it possible for you to redeem these failures with a good dissertation, you will be informed of this, and asked to withdraw from the course. In such cases, students may be awarded a Postgraduate Diploma if all taught units have achieved marks of 50% or above.

This Examination Board will also recommend that students following the taught MSc part-time should be allowed to proceed to his/her second year, provided that the assessed work submitted so far has reached the required level.

**The Postgraduate Diploma**

A Postgraduate Diploma may be awarded to:

- Students who have completed all assessed work satisfactorily, but have failed to produce a satisfactory dissertation, as determined by the Final Postgraduate Taught Exam Board in November.
- Students unable to proceed to writing a dissertation following completion of coursework, as determined by the Part 1 Postgraduate Taught Exam Board in June.

**Period of Registration, and Extensions**

The period of registration for a taught Masters degree is one year full-time and two years part-time. However, this is a maximum.

The procedures on extensions are available via the web: [http://www2.warwick.ac.uk/services/academicoffice/studentrecords/students/](http://www2.warwick.ac.uk/services/academicoffice/studentrecords/students/)

Students are strongly advised to familiarise themselves fully with these regulations. It is important to emphasise that it is the University Graduate School rather than the Centre which makes decisions regarding extensions beyond these periods of study. However you should consult the Director of PGT in the first instance.

**Illnesses and Absences**

If you have to be absent from study for any length of time, please inform the Director of PGT. It is most convenient for us if you do this through the Centre Administrator. It is always necessary to notify a member of staff and to submit a medical note in the case of illness or injury. Medical notes may be taken into account when Boards of Examiners are considering your performance. If you think your absence may be long-term, you might want to think of suspending your registration for a period.

**Suspension of Study**

If you have medical or other problems that are affecting your progress with the postgraduate taught programme it may be appropriate to request a period of suspension (temporary withdrawal). Requests should be submitted to Student Records together with notes of support from the Director of PGT.
University reserves the right to turn down suspension requests in favour of other action, and it will not allow suspensions after the normal registration period of one or two years has elapsed. If the request is being made on medical grounds a medical note should be included. Students are encouraged to submit requests for suspension when a problem arises rather than retrospectively.

Students funded directly by one of the UK research councils will not normally be permitted a period of suspension without the prior approval of the research council. If as a research council funded student you are considering requesting a period of suspension you should contact Student Records in the first instance before attempting to put together the relevant paperwork including notes of support from the Director of PGT.

**Cheating**

We need to draw your attention to what the University defines as cheating in assessed work, the procedures which are adopted in suspected cases, and your rights under those procedures. See [http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/), University Regulation 11.

These Regulations state:

‘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 acknowledgement. A significant amount of unacknowledged copying shall be deemed to constitute prima facie evidence of deliberation, and in such cases the burden of establishing otherwise shall rest with the candidate against whom the allegation was made.

In the context of assessed work you must avoid plagiarism (see below), which is copying out other people’s writings word for word without quotation marks or acknowledgement, or paraphrasing their ideas or arguments by only superficially changing the wording - again without acknowledging the source. Plagiarism is a very serious academic offence and should be avoided at all costs. If you are uncertain as to what constitutes plagiarism, you must consult your tutors for advice rather than proceeding to submit work for assessment that fails to meet proper academic standards.

A candidate will not be permitted to submit assessed work or a thesis which has been, or is being, submitted for a degree at another university, but he/she will not be precluded from incorporating work already submitted for a degree, provided that he/she indicates in his/her thesis any work which has been so incorporated. Nor is a candidate precluded from incorporating work of their own which has already been published, though this also should be indicated.

**Plagiarism**

When writing your assessed work (including essays, report/s and dissertation, etc.), always identify your sources for specific information and where appropriate the ideas which you use. It is bad academic practice for a student to fail to do so, just as it would be for an author writing a book or learned article. Copying without acknowledgement from a printed source is as unacceptable as plagiarising another student’s essay.

It is equally wrong to reproduce and present as your own work a passage from another person’s writing to which minor changes have been made, e.g. random alteration of words or phrases, omission or
rearrangement of occasional sentences or phrases within the passage. This remains plagiarism even if the source is acknowledged in footnotes.

Unacknowledged quotation, disguised borrowing, or near-copying will be treated as plagiarism and penalised according to its extent and gravity.

Part B of the University's Regulation on Essays, Dissertations, Reports and Other Assessed Work, not Undertaken under Examination Conditions as Laid Down in the University Regulations for the Invigilation of Examinations (University of Warwick Calendar, Section 2; online at http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/) and to the fact that, in extreme cases, the penalty for plagiarism is a grade of zero in the whole module. The Centre may use plagiarism software or other appropriate means to identify plagiarism in students’ assessed and non-assessed work. In the last few years the University disciplinary machinery has imposed penalties in several cases on students who have been convicted of plagiarism in assessed work.

Should plagiarism or academic misconduct be identified, student/s will be contacted by the Director of PGT indicating this is the case with the relevant documentation. The student/s will be asked to attend a meeting, normally with the Director of PGT and Centre Director (or Deputy as appropriate), whereby the student/s will be able to make a case. The outcome of this meeting will be notified to the student in writing and each case will be reviewed on an individual basis. The penalty for plagiarism varies depending on the specific case and can include measures ranging from deduction of marks to failure and to further elevation of the case to the University committee. Repeated plagiarism may result in exclusion. If you are uncertain about what constitutes plagiarism, please talk it over with either your module tutor, personal tutor, the Masters Convenor or the Director of PGT.

Finally, it is important to remember that all assessed work should conform to the guidelines in the ‘Style Guide and Scholarly Presentation’ (pp. 44). Bad writing, inadequate proof-reading, and incoherent footnoting will lower your grades. Final dissertations may be referred for resubmission for the same reasons.

Within the first week of induction we will be hosting a session on academic misconduct, referencing and plagiarism with the Director of PGT; we strongly recommend you attend the session on Tuesday 6th October at 10.00 – 11.00am in R1.15.

Complaints

Ideally, complaints regarding teaching, supervision or any other aspect of the student’s experience at CIM should initially be made to Module Tutors, and then if necessary to the Masters Convenor, Director of PGT, or Centre Director. If you do not feel your concerns have been addressed, you should follow formal University procedures, by writing to the Academic Registrar.

Details of the University’s Complaints Procedure will also be found at http://www2.warwick.ac.uk/services/aro/academiccomplaints/

Extenuating or Mitigating Circumstances

Extenuating or Mitigating Circumstances are unforeseen events or circumstances which have a significant negative impact on your ability to successfully complete, or study effectively in preparation for, summative assessment tasks such as essays, written or oral examinations, assessed presentations or assessed laboratory work. If you want any such events or circumstances to be considered by the relevant Board of Examiners you are required to communicate formally (normally in writing) with your Department about
them. Please note that while it is acknowledged that cultural attitudes to the disclosure of personal information may vary, students are expected to fully disclose all matters they wish to have taken into consideration by the Board of Examiners.

If you are unsure whether something that has happened to you, or to someone close to you, is eligible to be considered as a Mitigating Circumstance, it is likely to be eligible if it was unforeseeable or beyond your control and if it also had a significant impact on your ability to prepare for or complete the assessment in question. If you are in any doubt about whether something that has happened to you or someone close to you is eligible for consideration then you should consult your Personal Tutor or Student Support or one of the advisers at the Students’ Union Advice Centre. Even if the event or circumstance is not eligible for consideration in this way it may nevertheless be something for which you should seek support and the tables below indicate, in their final column, where to go to access that support.

The two tables on the Mitigating Circumstances webpage of Teaching Quality: https://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/ (*) provide more detailed guidance on, and examples of, types of circumstance which are normally considered eligible (Table 1) and types which are not normally eligible (Table 2).

If you think you do have an eligible Mitigating Circumstance you should complete and submit a Declaration Form to your Department and submit it as soon as possible after the circumstance arises along with appropriate supporting documentation of the sort outlined in the ‘Supporting Documentation’ column of Table 1, below. The University recognizes that it may be difficult to obtain supporting documentation in a timely fashion; however, you should still register the circumstance pending supply of supporting documentation.

Mitigating Circumstances can never result in the changing of marks for individual modules or assessments; however, they may affect your overall degree classification. For further information on the possible effects of your Mitigating Circumstances claim being accepted please see the separate PDF document ‘Mitigating Circumstances Process and Procedures’ on the aforementioned webpage (*).

We stress that formal evidence is required in the case of medical issues. You should fill out the form and submit to the Centre Administrator before the Exam Board in June (Part I) and November (Part II) for them to pass to the Special Considerations Committee and the relevant Exam Board Secretary. The decision by the Exam Board will be communicated to you after the board has met.

**Appeals**

The University has agreed appeals procedures. If you wish to consult them, you should approach the Exams office, or consult http://www2.warwick.ac.uk/services/academicoffice/ourservices/examinations/appeals/
FURTHER STUDY

Throughout your period of postgraduate study at Warwick you will become clearer on whether you want to pursue a career as an academic. You may discuss the possibilities with your tutors, the Director of PGT and with the Director of PGR. You should also become familiar with the funding possibilities for postgraduate and postdoctoral work. The MSc in Urban Informatics and Analytics course also serves as a pathway to the PhD in Urban Science at WISC, which has a limited number of fully funded studentships through their EPSRC-CDT programme. Please consult the Director of PGR or contact WISC directly for more details.

Warwick Institute for the Science of Cities:  http://www.wisc.warwick.ac.uk/

More generally, to assist in searching out such opportunities you might investigate the following:

University Research and Impact Services:  http://www2.warwick.ac.uk/services/rss

Important sources for funding at postdoctoral level include:
The British Academy  http://www.britac.ac.uk/
Arts and Humanities Research Council  http://www.ahrc.ac.uk
Economic and Social Sciences Research Council  http://www.esrc.ac.uk
Engineering and Physical Sciences Research Council  http://www.epsrc.ac.uk/
Wellcome Trust  http://www.wellcome.ac.uk
Association of Commonwealth Universities  http://www.acu.ac.uk
APPENDICES

Style Guide and Scholarly Presentation

What follows is a basic style guide for the preparation of scholarly presentation of written work at CIM.

CIM Masters candidates come from a range of disciplinary backgrounds, each of which may have different norms and expectations about the presentation and style of academic writing. Regarding the style of academic writing for coursework and your thesis, including referencing, CIM recommends MLA, but ultimately does not dictate a specific style (a general guide to MLA is provided below).

It is a requirement, however, that students use a well-established style and that the same style is used consistently throughout the thesis. Acceptable style guidelines include but are not limited to Chicago, Harvard and APA, along with MLA.

The study guide adopted by CIM, Studying for a Degree in the Humanities and Social Sciences by Patrick Dunleavy, provides a very basic guide to scholarly presentation towards the end of chapter 5. However, you will need more detailed guidance than this, especially when undertaking an MSc dissertation.

Guides, of which the library holds a great number, vary greatly in length, detail and cost. Many are aimed at more at the doctoral student or the undergraduate student, so you must use your discretion.

Recommended guides (in addition to Dunleavy), include:


As well as referencing and bibliographical styles, some of these works help with points of linguistic style such as punctuation, abbreviation, capitalisation, spelling, and the like. One of the most compact and useful authorities on matters of style is The New Oxford Dictionary for Writers & Editors (ODWE), available online: <http://www.oxforddictionaries.com/>

Spelling, abbreviation, capital letters, contractions, numbers, tables, appendices, hyphenation, single and double quotation marks and accents all cause difficulties. Since you are going to encounter these difficulties often, you will need some guide at your side unless your academic English is already of a very high standard. If you have ever hesitated between ‘principal’ and ‘principle’ or ‘it’s’ and ‘its’, if you are at all uncertain what ‘op. cit.’ means, let alone whether it ought to have those full stops and be italicised because it is Latin (and whether italicised should be ‘-ized’ or ‘-ised’), then you need some help with scholarly style.

If you are unsure about the style of your thesis, please consult with your module convener, supervisor/s, or the Director of PGT.

Tables, Graphs, Figures

You should either insert these electronically within the word-processing package you are using or include them as an appendix. Care should be taken to label tables, graphs and figures clearly, providing accurate headings for the information presented, and to give the complete source (or sources) of the data. Where necessary, make sure that any symbols used will be interpreted correctly by explaining your usage. You should not photocopy or
take tables, graphs and figures straight from the web and incorporate them wholesale or without alteration to your essay or dissertation, instead you should construct your own tables, charts and figures from the material you have researched.

**Direct Quotations**

Direct quotations reproduce the exact words of a particular author or speaker. If a quotation is long (i.e. occupies three or more lines of text or is longer than 40 words) it should be indented and single-spaced. Shorter quotations should be run into the text and be identified by quotation marks. Avoid packing so many quotations into a short passage that the flow of your argument is obstructed. Quotations on the whole should only be used if they: (1) add authority and emphasis to your argument; and/or (2) express a thought with particular clarity and flair.

**Pagination**

The pages of all essays and the dissertation and dissertation plan must be numbered. Each page must be numbered consecutively and continuously throughout the work. The chapters of a dissertation should begin on a fresh page. Be particularly careful to correct internal page references (e.g. ‘see above, p. 24’) as you go through successive drafts.

**Appendices**

Sometimes your research has turned up a substantial amount of information that supports your argument, but there is too much to include it all in the text of the essay/dissertation. Examples might include visualisations, images and tables. An appendix may be appropriate in such a situation. The maximum word length for any piece of work does not include Appendices.

**Italisation**

The titles of books and art projects should be italicised.

**The Argument**

Each essay or dissertation must be clearly organised around a recognisable ‘thesis’ or argument, represented by its title, and should demonstrate analytical skills, not just descriptive ones. As a postgraduate student you must do more than simply present a body of factual information. Through your argument you present a way of understanding your subject, which should be linked to the issues and debates in the literature to which you have been exposed through your modules and your independent research.

**Abstract**

In simple terms, an abstract is the ‘essence’ or ‘summary’ of a longer piece of work. For the dissertation and for some modules, it is a requirement of submission. It will be stated explicitly in the assessment criteria in those cases.

**Why is it useful?**

It is useful in two different ways:

1) It is a way of informing the reader about the major argument, themes and structure of a longer piece of work. It signposts and sets up the limits to expectations that the reader might have.
2) It is a useful device for clarifying ideas of the author before beginning to write the longer text. It allows the author to focus on what the text will convey to the reader and how. What is a good abstract?

A good way of starting an abstract is to focus on what you want to argue in your thesis. You could even start the abstract with the following sentence: “In this thesis it is argued that...” and follow it up with “This is done by...” and provide the structure of the thesis.

Here are a couple of examples of what a good abstract should look like:

*Gender, Technology and Development, Vol. 7, No. 1, 2003*

**Abstract** The article attempts to define a research agenda that will explore the relationship amongst gender, knowledge, innovation and property rights against the backdrop of the recent processes of market liberalisation and transformation of the relationship between states and the global economy. It suggests that Trade Related Intellectual Property Rights are institutionalising the historically exclusionary bounded definitions of what counts as knowledge over time. It concludes that this property regime challenges women to engage in the struggle over meanings of knowledge, invention and property.

**Keywords** knowledge, trade related intellectual property rights, property, invention.

*Journal of European Public Policy, Vol.8, No.1, 2001*

**Abstract** This article reports the main results of a four-country comparative analysis of the relationship between social exclusion and environmental attitudes and behaviour. Five socially excluded groups were studied through secondary data analysis and case studies. Norms of environmental behaviour tended to be universalised in Germany and Switzerland with much greater differentiation of the socially excluded in Britain and Greece. There were also significant differences between the socially excluded groups with lone parents particularly receptive to appropriate policy measures. Environmental policy could be more effective if it was sensitised to the differential effect of measures on social groups.

**Keywords** climate, empowerment, environment, social exclusion, sustainable development.

**Presentation of References**

When writing an academic essay, students are required to refer to the work of other authors. Each time they do so, it is necessary to identify their work by making reference of it – both in the text of your essay and in a list at the end of your essay (in the reference list or bibliography). This practice of acknowledging authors is known as referencing.

Referencing is absolutely necessary on three occasions. You must give your sources for:

i. all statements of ‘fact’;
ii. all opinions and arguments that are not your own; and
iii. direct quotations (including the relevant page numbers of the original).

References should normally be used only to identify source material. Explanatory footnotes, which elaborate on points contained in the thesis, should be used sparingly. If you cannot incorporate a point in the main text, it usually means that the remark is irrelevant or unnecessary.
The aim of a reference is simple: to provide the reader with sufficient information so that the sources that you have cited or quoted can be verified easily. The reader must be able to verify whether you have used or interpreted the source appropriately.

There are many academic referencing systems used in academic writing. This guide explains the MLA system, which is one of the most used systems of citation (particularly in the humanities and social sciences) and the system that we use at the Centre. The MLA style of citation has been developed by the Modern Language Association (http://www.mla.org/) and provides an in-text method of referencing sources. Within this system, each reference consists of two parts: the parenthetical reference, which only provides brief identifying information within the text (author’s surname and page numbers), and the Reference List (or Works Cited) which provides full bibliographic information.

The two-part references must be provided whenever you use – i.e. quote or paraphrase – someone else’s opinions, theories, data or organisation of material. You need to reference information from books, articles, websites, videos, other print or electronic sources, and personal communications. All these different types of material need specific referencing. In other words, each type has an accepted ‘format’ for presentation within the Reference List (or Works Cited).

The following is a set of guidelines for formatting references in your Reference List as well for referencing sources in the body paragraphs of your assignment (in-text referencing). The following section provides the format style (followed by an example) of all sorts of reference list entries. It is based on the Purdue Online Writing Guide to MLA, for more detailed information on these guidelines, see: <https://owl.english.purdue.edu/owl/section/2/11/>

Before you start reading, please keep in mind that one golden rule applies: be consistent in everything you do! This consistency applies to format, layout, typeface and punctuation.

**Basic In-Text Citation Rules**

In MLA style, referring to the works of others is done using parenthetical citation. This method involves placing relevant source information in brackets after a quote or a paraphrase.

The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. Print or Web) and (2.) upon the source’s entry on the Works Cited (bibliography) page.

Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, whatever signal word or phrase you provide to your readers in the text, must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited List.

**In-Text Citations: Author-Page Style**

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author’s name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:
Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:


**In-Text Citations for Print Sources by a Corporate Author**

Sometimes it is impossible to find a named individual as an author. This can be due to a shared or 'corporate' responsibility for the production of the material. The 'corporate name', therefore, becomes the author (often called the 'corporate author'). Corporate authors can be government bodies, companies, professional bodies, clubs or societies, and international organizations.

When a source has a corporate author, it is acceptable to use the name of the corporation followed by the page number for the in-text citation. You should also use abbreviations (e.g., nat'l for national) where appropriate, so as to avoid interrupting the flow of reading with overly long parenthetical citations.

**In-Text Citations for Print Sources with No Known Author**

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (such as an article) or italicize it if it's a longer work (e.g. plays, books, television shows, entire Web sites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . . " ("Impact of Global Warming" 6).

The Works Cited entry appears as follows:


**Works Cited Page**

According to MLA style, you must have a Works Cited page at the end of your research paper. All entries in the Works Cited page must correspond to the works cited in your main text. This should be presented on a separate page in your thesis or essay.

**Book**

Author Surname, First Name. Title. Place of publication: Publisher, Year of publication.
EXAMPLE


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**Book Chapter**

To refer to a specific chapter of a book by one and the same author, add the chapter title and page numbers.


EXAMPLE


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**Anthology or Edited Book**

To refer to the edited book as a whole, quote the editor(s) in the text. In the reference list you then indicate editorship by using either ed. for a single editor or eds. for more than one editor.

EXAMPLES


**Chapter in Anthology or Edited Book**

An edited book will often have a number of authors for different chapters (on different topics). To refer to a specific author’s ideas (from a chapter), quote them in the text – not the editors. Then in your reference list indicate the chapter details and the book details from which it was published.

Author Surname, First Name. “Title Article.” Title Book. Ed./Eds. First Name Surname editor(s). Place of publication: Publisher, Year of publication. Page numbers.

EXAMPLE

**Journal Article**

Author Surname, First Name. "Title of Article." Journal Title Volume. Part number (Year of publication): page numbers. Do not worry about omitting the part number if not available.

NOTE – The month of publication may be added prior to the year of publication, especially if the part number is not known. If you do, be consistent and include it in all your references to journal articles.

EXAMPLE


**Corporate Author**

Format is the same as for a book, but uses the ‘corporate’ (company, business, organisation) author in place of a named author.

EXAMPLE


NOTE – For journal articles without authors the journal title becomes both author and cited journal title.

**Conference Proceedings**

Treat published proceedings of a conference like an edited book, but add information about the conference.

Editor Surname, First Name, ed./eds. Title of Proceedings. Conference Proceedings Title, Date, Place. Place of Publication: Publisher, Year of publication.

EXAMPLE


Cite a paper in the proceedings like a work in a collection of pieces by different authors.


EXAMPLE

General Web Page

Name of website. Editor(s) of the website (if given). Year of publication. Associated institution. Date of access. <URL>.

Do not worry about omitting the editor(s) of the website if not available.

EXAMPLE


Specific Web Article

Author Surname, First Name. “Title.” Name of Website. Editor(s) of website (if given). Year of publication. Associated institution (if known). Date of access. <URL>.

Do not worry about omitting the editor(s) of the website and associated institution if not available.

EXAMPLE


NOTE – If a web article does not contain page numbers use n. pag. (no pagination) in place of page numbers.

Article in Electronic Journal (WWW)

Some journals are published freely and solely on the internet, and therefore it is advised to add information about its online presence when citing an article from such a journal. The format for this is:

Author Surname, First Name. “Title.” Journal Title Volume number. Issue number (Year of Publication): Page numbers. Date of access. <URL>.

EXAMPLE


Film

Title. Dir. Name Director. Distributor, Year of release.

EXAMPLE

CIM, University Information and Regulations

CIM’s Assessment Strategy: [http://www2.warwick.ac.uk/fac/cross_fac/cim/study/assessment-strategy](http://www2.warwick.ac.uk/fac/cross_fac/cim/study/assessment-strategy)

Warwick Student Community Statement: [http://warwick.ac.uk/quality/categories/wscs](http://warwick.ac.uk/quality/categories/wscs)

University Calendar: [http://warwick.ac.uk/calendar/](http://warwick.ac.uk/calendar/)

Regulation 10 Examination Regulations: [http://warwick.ac.uk/regulation10](http://warwick.ac.uk/regulation10)

Regulation 11 Procedure to be adopted in the Event of Suspected Cheating in a University Test: [http://warwick.ac.uk/regulation11](http://warwick.ac.uk/regulation11)

Regulation 23 Student Disciplinary Offences: [http://warwick.ac.uk/calendar/section2/regulations/disciplinary/](http://warwick.ac.uk/calendar/section2/regulations/disciplinary/)

Regulation 31 Regulations governing the use of University Computing Facilities: [http://warwick.ac.uk/regulation31](http://warwick.ac.uk/regulation31)

Regulation 36 Regulations Governing Student Registration, Attendance and Progress: [http://warwick.ac.uk/regulation36](http://warwick.ac.uk/regulation36)

Regulation 37 Regulations Governing Taught Postgraduate Courses: [http://warwick.ac.uk/regulation37](http://warwick.ac.uk/regulation37)

Requirements for Taught Postgraduate Awards (harmonised PGT conventions), including any approved exemptions and specific departmental requirements: [http://warwick.ac.uk/quality/categories/examinations/conventions/pgt/](http://warwick.ac.uk/quality/categories/examinations/conventions/pgt/)


Equal Opportunities Statement [http://warwick.ac.uk/equalops](http://warwick.ac.uk/equalops)

The University of Warwick, recognising the value of sustaining and advancing a safe and welcoming learning environment, strives to treat both employees and students with respect and dignity, 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, and visitors, fairly 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.

Guidelines for students on the University Sexual, Racial and Personal Harassment policies can be found via: [http://warwick.ac.uk/insite/topic/healthsafety/welfare/harassment](http://warwick.ac.uk/insite/topic/healthsafety/welfare/harassment)

Policy on Recording Lectures by Students: [http://warwick.ac.uk/quality/recordinglectures/](http://warwick.ac.uk/quality/recordinglectures/)

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Smoking Policy:  http://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy

Policy on the Timings of the Provision of Feedback to Students on Assessed Work can be found via: http://warwick.ac.uk/quality/categories/examinations/goodpractice/assessment/timeliness
Student Support and Services

Student Support Services (http://warwick.ac.uk/supportservices) offer a comprehensive support and welfare structure available to help with all kinds of different problems, including personal, health, financial, problems connected with the law and University regulations, problems involving the provision of facilities for students with disabilities, or harassment of any sort. Students may consult the services of their own accord, or may be referred to them by personal tutors/supervisors. There may be more than one option available to students in difficult situations. Support services available to students through the University comprise the following:

- Student Support
- Personal Tutors System (http://warwick.ac.uk/personaltutors)
- University Senior Tutor (http://warwick.ac.uk/seniortutor)
- Residential Life Team
- International Office (http://warwick.ac.uk/services/international)
- Counselling Service (www.warwick.ac.uk/counselling)
- Disability Services (http://warwick.ac.uk/disability)
- Mental Health Team (http://warwick.ac.uk/mentalhealth)
- Student Wellbeing Advisor/Practitioner (http://warwick.ac.uk/mentalhealth)
- University Health Centre (http://www.uwhc.org.uk/)
- Chaplaincy (http://warwick.ac.uk/chaplaincy)
- Student Advice Centre (an independent, free and confidential Students’ Union service)
- Student Funding (http://warwick.ac.uk/services/academicoffice/funding/)
- Security Services (http://warwick.ac.uk/security)
- Warwick Academic Writing Programme (http://www2.warwick.ac.uk/services/scs/skills/awp/)

Student Support Services, located on the ground floor of University House, can be contacted by telephone on 024 765 75570 or email on studentsupport@warwick.ac.uk

Students’ guide to Student Support Services entitled Need Help Finding Your Way? (available online from http://warwick.ac.uk/supportservices/student-support-services-brochure.pdf) offers the following information on services provided:

Student Support

The Director of Student Support and the Student Support Team work closely with the University Senior Tutor to help students in times of need, and lead on the development of policy and practice in the area of student support across the University. They advise students on non-academic issues, including: personal or family problems; financial difficulties, accommodation problems; and in situations where students are unsure who to go to or where to get help.

The Student Support team provide support and pastoral care and helps foster a sense of community amongst students; give advice and practical help to students on a daily or more long term basis; and manage emergency and crisis situations which impact on students.
Student Support Services, located on the ground floor of University House, can be contacted by telephone on 024 765 75570 or email on studentsupport@warwick.ac.uk

**Personal Tutors**

Personal Tutors are academic members of staff based in academic departments, assigned to each student on arrival at Warwick. They are here to provide academic advice to personal tutees on their academic and personal development including feedback on their academic progress; to give students help and advice about pastoral/non-academic matters and signpost students to Student Support Services for further professional assistance; and to assist students with induction into university life. Personal tutors are the first point of contact for help with concerns about academic progress; study problems; enquiries about course changes; general concerns about university life; and financial issues.

**University Senior Tutor**

The University Senior Tutor works closely with the Director of Student Support to help students in times of need by promoting the academic welfare of students, individually and collectively. The Senior Tutor is an experienced member of academic staff whom students can turn to in confidence for support regarding difficulties with their studies. The University Senior Tutor is responsible for the personal tutor system. The University Senior Tutor has no disciplinary function. Issues typically dealt with by the University Senior Tutor include: academic course issues such as change of course, advice on temporary withdrawal, appeals against academic decisions; academic complaints; difficulties in getting on with a personal tutor, course tutors or supervisors; and problems with termination of registration proceedings.

The University Senior Tutor can be contacted via email seniortutor@warwick.ac.uk or telephone 024 765 22761.

**Residential Life Team**

All students who have accommodation on campus, or in some off-campus properties in the surrounding area, have access to an excellent network of support called the Residential Life Team. The Residential Life Team works and lives alongside students within the Halls of Residence and are a key part of the University’s welfare and support network. Resident Tutors are there to help with a wide range of matters including: personal or family problems; feeling lonely or homesick; problems with accommodation – e.g. noisy neighbours, trouble settling in etc.; and when students are not sure where to get help or who to talk to. Resident Tutors in students’ accommodation are their primary point of contact; if unavailable, students are advised to contact the Student Support Office.

**International Office (Immigration Team)**

The International Office supports all EU and international students during their studies at Warwick and is able to assist with immigration advice (a free and confidential service advising on issues including visa extensions, dependant visas, working in the UK during or after study, travel visas, etc.); practical support (bringing family to the UK; Police registration; providing letters to prove student status for visa purposes; banking) and the International Student Experience (orientation and a programme of ongoing induction
events; social events and trips for international students and their families; and the opportunity to take part in a HOST visit).

The International Office, located on the first floor of University House, are available for support and may be contacted by telephone on 024 765 23706 or email Internationalsupport@warwick.ac.uk or immigrationservice@warwick.ac.uk.

**Immigration Advice for Students**

Advice on immigration can only be obtained via authorised staff who are deemed to meet the Immigration Services Commissioner’s Code of Standard and Guidance. Students should be directed to the Immigration Team within the International Office (immigrationservice@warwick.ac.uk) or the Students’ Union Advice Centre (advice@warwicksu.com) in the first instance for immigration advice. It is also worth noting that changes in a student’s enrolment status, for instance, temporary withdrawal, can have implications for their ability to hold a visa to remain in the UK and students may wish to seek advice accordingly.

**Counselling Service**

The University Counselling Service provides an opportunity for all students at any level and at any time of study at the University of Warwick to access professional therapeutic counselling so that they may better develop and fulfil their personal, academic and professional potential. There are a wide variety of services, including individual counselling, group sessions, workshops and email counselling. Students may wish to visit the Counselling Service if they are: suffering from depression; experiencing stress/anxiety; having problems with self/identity; having problems with relationships; having issues from the past or present that may hinder their capacity to function – abuse, self-harm, eating disorders, loss.

The University Counselling Service is located in Westwood House and can be contacted by telephone on 024 765 23761 or email counselling@warwick.ac.uk.

**Disability Services**

Disability Services offer advice, guidance and support to students with Specific Learning Differences/Dyslexia or other, hearing and visual impairments, physical disabilities, mobility difficulties, Asperger’s, unseen/medical conditions, mental health difficulties and any other impairment or condition that is likely to have an impact on their studies and life at University. The services provided are tailored to the individual and aim at enabling students to manage their support and studies independently.

Students should visit Disability Services to discuss individual support requirements; for advice on the Disabled Student Allowance (DSA); if they think they might be dyslexic or have any other Special Learning Difference; if they require exam arrangements, note taking, mentoring, specialist study skills support etc.; for information about accessible campus accommodation, parking, resources and assistive technology; and for information about external agencies that also provide support.

Disability Services are located on the ground floor of University House and can be contacted by telephone on 024 761 50641 or email disability@warwick.ac.uk.
**Mental Health Team**

The University Mental Health Team provides advice, information and support as to facilitate academic work and participation in University life. Their main aims are to promote mental health and wellbeing throughout the University; to identify support needs; to discuss strategies for managing mental health difficulties; to provide short-term or ongoing support, which may include mental health mentoring for students in receipt of Disabled Students Allowances; to provide information and if needed, access to other services within the University and local mental health services.

Students should contact the Mental Health Team if they are struggling to manage a mental health difficulty; if they, or other people, have become concerned about their mental health recently; and if they would like to discuss strategies which may help them to cope with university life.

The University Mental Health Team is located on the ground floor of University House and can be contacted by telephone on 024 761 50226/51629 or email mentalhealth@warwick.ac.uk.

**University Health Centre**

Student’s resident on campus and in some local areas should register with the University Health Centre. Students must be registered in order to use the Health Centre, although the Centre may be able to assist non-registered people in emergencies.

The Health Centre provides primary health care GP services to registered patients; two medical practices with both male and female doctors; nurse practitioners and Practice Nurses; sexual health clinics; travel clinics and immunisation facilities; physiotherapy sessions.

Students should visit the Health Centre if they require a consultation with a doctor or nurse; an emergency appointment; emergency contraception; vaccinations or advice on vaccinations; sickness certification.

Students living off-campus, who are not able to register with the health centre, can locate your nearest GP by visiting www.nhs.uk

The University Health Centre is located on Health Centre Road and can be contacted by telephone on 024 765 24888.

**Chaplaincy**

The Chaplaincy is the focus of Spiritual life on campus; it provides a meeting place for Christian, Jewish and Muslim prayer and worship. It is a focal point for different faith groups and student societies and offers a safe, supportive space at the centre of campus where people can ‘learn to live well together’. Students of all faiths and none can come and find a friendly place to chat and eat. A chapel, three kitchens, meeting rooms and an Islamic prayer hall make the Chaplaincy an inclusive, spiritual and social space that welcomes the whole University community.
Students can visit the Chaplaincy with personal issues – stress, debt, relationships, loneliness; vocational issues; theological issues; enquiries about using the Chaplaincy for religious and social functions.

The Chaplaincy is located by the Arts Centre and can be contacted by telephone on 024 765 23519 or email chaplaincy@warwick.ac.uk.

**Student Funding**

The Student Funding team offers advice and guidance on all aspects of financial support. This includes government grants and loans, and scholarships and bursaries provided directly by the University. The team can provide budgeting advice to help make students’ money go further and also administers University hardship funds.

Students should visit Student Funding if they want to know what financial support they may be entitled to; want to know more about the scholarships and bursaries; are having difficulty paying for your day-to-day living expenses; or have additional financial needs because they care for a child or have a disability.

The Student Funding team is located on the ground floor of Senate House and can be contacted by telephone on 024 761 50096 or email studentfunding@warwick.ac.uk.

**Security**

The University Security Team works 24 hours a day to support the University’s overall aims by ensuring there is a safe, secure and friendly environment for students, staff and visitors. The University also has a campus policeman who is located on the University campus, is available Monday to Friday (9am – 5pm) and can be contacted by telephone on 024 765 22083 or email security@warwick.ac.uk. In emergencies dial 999.

Students should call the security team about emergency response requirements – Doctor/Ambulance/Fire; safety and security issues on and off campus; assistance – pastoral care, directions and facility support; outdoor event applications and entertainment support.

**Students’ Union Advice Centre**

The Students’ Union Advice Centre ([http://www.warwicksu.com/advice/](http://www.warwicksu.com/advice/)) is an independent Warwick Students’ Union-run service for all students. It offers free, confidential, non-judgemental advice and support on a whole range of issues.

Students can contact the Advice Centre if they have academic problems and difficulties with, for example, exams, change of course, academic appeals and complaints; have a housing problem with their accommodation on or off campus; have immigrations problems such as entry clearance, family members and working in the UK; have money or legal difficulties, or are simply not sure who to talk to or where to get help.
The Advice Centre is on the second floor of SU HQ next to the lift. It will see students usually by appointment or can be reached by telephone on 024 765 72824 or email advice@warwicksu.com

**Nursery**

Some students, especially postgraduate or mature, may need information about child care provision on campus. The University Nursery (http://warwick.ac.uk/nursery) is open to children of staff and students.

**Academic Office:**

Examinations Office http://warwick.ac.uk/services/academicoffice/examinations
Student Records http://warwick.ac.uk/studentrecords
Awards and Ceremonies http://www2.warwick.ac.uk/services/academicoffice/congregation
Student Finance http://warwick.ac.uk/services/academicoffice/finance
Student Funding http://warwick.ac.uk/services/academicoffice/funding
Graduate School http://warwick.ac.uk/graduateschool
## Research Interests and Contact Details of Current Staff

For fuller details, see the Centre’s website [http://www2.warwick.ac.uk/fac/cross_fac/cim/people/](http://www2.warwick.ac.uk/fac/cross_fac/cim/people/)

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<thead>
<tr>
<th>Name</th>
<th>Expertise</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professor Celia Lury</strong></td>
<td><strong>Expertise:</strong> Interdisciplinary methodologies; feminist and cultural theory; sociology of culture; branding and consumer culture.</td>
<td>B0.10</td>
<td>024 761 51757</td>
<td><a href="mailto:C.Lury@warwick.ac.uk">C.Lury@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Centre Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dr Emma Uprichard</strong></td>
<td><strong>Expertise:</strong> Methods and methodology; complexity theory; time and temporality; children and childhood; cities and urban change; food; critical realism; change and continuity</td>
<td>B0.07</td>
<td>024 761 50117</td>
<td><a href="mailto:E.Uprichard@warwick.ac.uk">E.Uprichard@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Deputy Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Convenor of the MSc in Big Data and Digital Futures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q-Step Director (30%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dr Nerea Calvillo</strong></td>
<td><strong>Expertise:</strong> Urban visualizations, environmental and urban sensing, toxicity, design methods, feminist technoscience, science and technology studies.</td>
<td>B0.15</td>
<td>024 765 74711</td>
<td><a href="mailto:N.Calvillo@warwick.ac.uk">N.Calvillo@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Senior Tutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSLC Convenor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convenor of CIM Event Calendar and Work in Progress (WIP), Examination Boards (including plagiarism)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dr Michael Dieter</strong></td>
<td><strong>Expertise:</strong> Media theory, software studies, digital publishing, aesthetics, interface criticism, new media literacies</td>
<td>B0.03</td>
<td>024 765 73458</td>
<td><a href="mailto:M.J.Dieter@warwick.ac.uk">M.J.Dieter@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Director of PGT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convenor of the MA in Digital Media and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dr Sybille Lammes</strong></td>
<td><strong>Expertise:</strong> Digital mapping, Actor Network Theory, Digital Play, Digital Methodologies.</td>
<td>B0.11</td>
<td>024 765 72519</td>
<td><a href="mailto:S.Lammes@warwick.ac.uk">S.Lammes@warwick.ac.uk</a></td>
</tr>
<tr>
<td><strong>Dr Noortje Marres</strong></td>
<td><strong>Expertise:</strong> Science and technology studies, digital methods, controversy analysis, issue mapping, actor-network theory, living experiments, technologies of participation.</td>
<td>B0.12</td>
<td>024 765 73628</td>
<td><a href="mailto:N.Marres@warwick.ac.uk">N.Marres@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Director of Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Expertise</td>
<td>Room</td>
<td>Phone</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Dr Greg McInerny</td>
<td>Director of Communication, Impact and Engagement</td>
<td>Expertise: Information Visualisation, Digital Science, Biodiversity Informatics, Statistical Analysis, Climate Change, Planetary Health.</td>
<td>Room B0.13</td>
<td>024 765 74710</td>
</tr>
<tr>
<td>Professor David Stark</td>
<td></td>
<td>Expertise: Economic Sociology, Network Analysis, Cultural Sociology, Innovation, Observation Theory</td>
<td>Room B0.08</td>
<td></td>
</tr>
<tr>
<td>Dr João Porto de Albuquerque</td>
<td>Convener of the MSc in Urban Informatics and Analytics</td>
<td>Expertise: Sociotechnical information systems, collaborative and social computing, geographic information and geospatial technology, social media and crowdsourcing, volunteered geographic information, decision making, disaster risk management, urban resilience, information technology for development.</td>
<td>Room B0.16</td>
<td>024 765 72516</td>
</tr>
<tr>
<td>Dr Nate Tkacz</td>
<td>Director of PGR (including PGR seminar and ESRC DTC liaison) Masters Dissertation Convenor</td>
<td>Expertise: Software Studies, Network Politics, Computational Cultures, Media Theory, Open Source and Free Culture, Cultural Economy, Digital Economy, Interface Studies, Critical Data Studies, Digital Methods.</td>
<td>Room B0.14</td>
<td>024 765 22013</td>
</tr>
</tbody>
</table>

### Administrative and Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th></th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Tracy Horton</td>
<td>Centre Administrator: the first point of contact for any administrative enquiries.</td>
<td></td>
<td>Room B0.09</td>
<td>024 761 51758</td>
<td><a href="mailto:T.Horton@warwick.ac.uk">T.Horton@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Ms Nataliya Tkachenko</td>
<td>Academic Technologist:</td>
<td></td>
<td>Room B0.05</td>
<td>024 765 73455</td>
<td><a href="mailto:N.Tkachenko@warwick.ac.uk">N.Tkachenko@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Dr James Tripp</td>
<td>Academic Technologist:</td>
<td></td>
<td>Room B0.04</td>
<td>024 765 74210</td>
<td><a href="mailto:James.Tripp@warwick.ac.uk">James.Tripp@warwick.ac.uk</a></td>
</tr>
</tbody>
</table>
# Forms and Other Useful Documents

Please note these forms and documents can be downloaded from the ‘useful forms’ section of the CIM web pages:

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<td>Postgraduate Taught Coursework Submission Form</td>
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Office Space Application Form

The Centre currently has two offices (B0.20 and B0.21) holding 12 spaces. One space in each office will have facility to print and is to be used as a desk for this purpose; the remaining are for Wi-Fi use, for research students. Priority for allocation will be given to final year PhD students (not in continuation), then 2nd year PhD, 1st year PhD and taught postgraduate students.

Depending on application numbers, a hot desk scheme may also be instigated; this will be allocated to a number of reserves either on an informal use or rota basis (to be decided).

Arrangements for allocation and use will be made early in the Autumn term once all new students have enrolled.

Please note: those allocated office space who do not use the room may not be allocated space for the next academic year and may have the place revoked based on audit checks.

**PLEASE COMPLETE THE DETAILS BELOW TO APPLY FOR OFFICE SPACE**

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University ID Number:</td>
<td></td>
</tr>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
</tbody>
</table>
| Degree: (circle as appropriate) | MPhil / PhD  
Taught Masters |
| Status: (circle as appropriate) | Part-time / Full-time |
| Indicate your year of study (circle as appropriate) | 1st / 2nd / 3rd / Extension |
| In the last academic year were you allocated office space? (circle as appropriate) | Yes  
No |
| Signature: |  |
| Date: |  |

**FOR OFFICE USE ONLY**

| Room Allocated: | Signature: | Date: |

Please return this form to the Centre Administrator (B0.09) when completed.
**Taught Masters – Coursework Submission Form**

**Instructions:** For the deadline date and after your Tabula submission, please submit a hard copy of your document, with this cover sheet as the first page.

<table>
<thead>
<tr>
<th>University ID Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Masters Programme:</td>
</tr>
<tr>
<td>External degree if applicable (please specify):</td>
</tr>
<tr>
<td><strong>Name and number of Module (e.g. IM9XX):</strong></td>
</tr>
<tr>
<td><strong>Assignment (e.g. 1st essay, 1st project, 2nd essay, 2nd project):</strong></td>
</tr>
<tr>
<td>Essay title:</td>
</tr>
<tr>
<td>Word Count</td>
</tr>
</tbody>
</table>

Please hand in your hard copy, (after your Tabula submission), to the Centre Administrator (B0.09) for the deadline date.
Taught Masters - Dissertation Submission Form

Instructions: For the deadline date and after your Tabula submission, please submit two hard copies of your Dissertation, with this cover sheet as the first page.

<table>
<thead>
<tr>
<th>University ID Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Masters Programme:</td>
</tr>
<tr>
<td>Assignment: Dissertation</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Word Count</td>
</tr>
</tbody>
</table>

Please hand in your hard copies, (after your Tabula submission), to the Centre Administrator (B0.09) for the deadline date.
# Taught Masters Ethics Review Form

The Centre and the University are committed to ensuring high standards of postgraduate research. To ensure that research projects comply with the University’s ethical guidelines, all students who wish to undertake research involving human participants, their data and/or tissue (this may also include research involving the data of deceased participants) must obtain appropriate ethical approval of their projects. Normally, your supervisor will be able to advise whether you need to complete the Centre’s Ethics Review at the dissertation proposal stage. In case your project needs an Ethics Review approval, successful completion of the form will confirm that you are allowed to proceed. In some instances, however, additional approval must be sought for students’ research. Specifically 1) any research involving NHS patients/staff/facilities/participants recruited through NHS resources must be approved by an NHS Local Research Ethics Committee or Multi-centre Research Ethics Committee; 2) research projects for which the funding body requires a full ethical review above and beyond the parameters of the normal Centre review; 3) research projects of sufficiently high risk to participants or the student or outside the scope of the normal ethical expertise in the Centre for Interdisciplinary Methodologies (as determined by the Masters Director or Centre Director).

<table>
<thead>
<tr>
<th>1) Your Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Title of Dissertation:</td>
<td></td>
</tr>
</tbody>
</table>

3) Ethical considerations: briefly detail the ethical considerations entailed by this research project and the mechanisms that will be used to address them. This section of the form must not be left blank:

4) Risks to researcher: Please identify any risks to the researcher posed by the project, referring to the University Guidance on Ethical Practice for information on research risk: ([http://www2.warwick.ac.uk/services/rss/researchgovernance_ethics/research_code_of_practice](http://www2.warwick.ac.uk/services/rss/researchgovernance_ethics/research_code_of_practice)) If risks are identified, indicate clearly how such risks will be minimised and/or monitored.

If your research project does not entail live human participants, please move directly to section 12. If your project does entail live human participants, please complete all remaining sections of the form.

5) Recruitment of Participants: Please a) specify how potential participants will be identified, b) identify your inclusion/exclusion criteria, explaining the purpose behind those criteria, and c) confirm that in advertising for participants, you will not overstress payments or other inducements to take part.

6) Informed consent: Except in the instance of questionnaires where returning a completed questionnaire is considered to signal consent, written informed consent from participants is required. This consent, which includes research participants involved in audio/visual recording, must conform to the University’s Guidelines on Ethical Practice. Please indicate below the process by which you will ensure that fully informed consent is obtained, detailing when appropriate any additional assent procedures that will be used where children are involved and how informed consent will be secured where an influential relationship exists between the researcher/recruiter and his/her potential participant.
7) **Vulnerable participants**: If your research involves vulnerable participants, please note why their inclusion in your study is requisite and how you will protect these participants’ rights.

8) **Incentives/Compensation**: If travel/out of pocket expenses will not be paid to participants, this circumstance must be explained clearly in advance to participants. Please note here any payments that will be made to participants to reimburse for travel/out of pocket expenditure and fully justify any additional payments that will be made to participants.

9) **Participant Benefit/risk**: Please highlight any possible benefits to the participants and any potential harm/risks to participants that may ensue from participation in your study. Where potential risks/harm have been identified, please indicate what steps will be taken to minimise/monitor them.

10) **Data protection**: In accordance with the Data Protection Act, please specify how you will ensure the confidentiality of information that would identify particular participants, and what action may be taken should confidential information be discovered that would cause concern.

11) **Data Storage**: Please confirm that original data (including signed consent forms and copies of relevant documentation) will be kept in a secure location, accessible for inspection if required for at least 10 years after completion of your degree.

12) **Overseas research travel**: The department expects that students will inform the supervisors of the dates and itineraries of research travel. When appropriate, supervisors may ask students to complete the ‘risk assessment for overseas travel’ form.

The Centre expects all students to obtain the requisite visas (including research visas), to consult and abide by the information in the relevant FCO pages regarding travel warnings and to comply with local laws.

<table>
<thead>
<tr>
<th>Supervisor/s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor/s Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**NB. Please return this form to the Centre Administrator, in B0.09.**
Taught Masters - External Module Form

If you wish to take a module outside the Centre, please print off this form and get the module approved by the external department.

Student Name: ....................................................................................................................
Student ID Number: .............................................................................................................
Department and Degree Course: .........................................................................................

I am a CIM student wishing to take an external module (please tick) □
I am an external student wishing to take a CIM Module (please tick) □

Module you wish to take: .....................................................................................................
CATS weighting for this module: .......................................................................................
Term course running (e.g. Term 1 or 2) for 20/24 CATS modules.................................
Course Code (e.g. POXXX, LAXXX): ..................................................................................

Approved by the Module Host Department:
Signed: ...............................................................................................................................
Name: .................................................................................................................................
Position: .............................................................................................................................

NB. Please return this form to the Centre Administrator, in B0.09.
A copy will be sent to the relevant department.
Taught Masters – Change of Option Form

If you wish to apply to change one of your chosen module options, please complete this form and return to the Centre Administrator. Forms submitted after the first week of each term will not be considered.

We will do our best to accommodate your request, however please be aware that teaching numbers are fixed and changes of options will be allocated depending on the explanation you give below.

Name: ………………………………………………………………………………………………….. (please print)
Student ID Number: ………………………………………………………

Current Option (code and title): ………………………………………………………………………
Term 1 or 2 (if applicable): ……………………………

CHANGE TO:

Option (and group if applicable): ………………………………………………………………………
Term 1 or 2 (if applicable): ……………………………

Signed: ……………………………. Date: ……………………………

NB. Please return this form to the Centre Administrator, in B0.09.

For Office Use Only

Group:
CIM Resource Library Loan

If you wish to loan an item from the CIM library please complete and sign this form indicating the date on which you will return it.

Books for core or other modules will normally be loaned for a period of no more than three working days. Other loans may be borrowed for longer.

Your name ........................................................................................................................................

University ID number ......................................................................................................................

Title/s of loan/s

........................................................................................................................................................

........................................................................................................................................................

........................................................................................................................................................

Date borrowed ....................................................................................................................................

Date to be returned ............................................................................................................................... 

Please be advised that any item/s loaned are the responsibility of the person named above, and where appropriate, the person may be asked to replace items accordingly.

I agree to return the loaned item/s on the date indicated above and that I am responsible for any loss or damages to the item/s.

Signed .................................................................................................................................................. Date........................
Group Work Review Form

GROUP MEMBER CONTRIBUTION FORM

Your name ________________________________________

Group members’ names (including your own) in alphabetical order:
1.________________________________________ 2.________________________________________
3.________________________________________ 4.________________________________________
5.________________________________________

Evaluation of group member participation involves peer and self-assessment. This information will be used by the course coordinator to moderate individual student marks.

Scale: 0–50 = minimal contribution; 60–70 = minor contribution; 70–80 = satisfactory contribution; 80–90 = substantial contribution; 90–100 = very substantial contribution

<table>
<thead>
<tr>
<th>Group Member</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution at meetings (do they attend, participate and share ideas)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to common goal (do they keep on task and show concern for doing things right)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill input (do they show an understanding of ideas and apply them)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliable completion of tasks (do they show responsibility to the group and the tasks they have to undertake)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Taught Masters - Special Considerations Form

If you believe that your essay performance may be affected by medical or other difficult personal circumstances you have experienced, this may be taken into consideration at examination boards. Your degree classification and/or the opportunity to resubmit may be affected by such information.

Such information is, however, subject to the Data Protection Act and we may therefore only take it into consideration at examination boards if you have explicitly authorised us to do so. This form is designed for you to give us the required permission.

Please also note that we may only consider such circumstances if you provide such evidence as may reasonably expected for the difficulties you have experienced.

I hereby give permission for the following information to be discussed by the Special Considerations Committee and at the relevant examination board (if deemed appropriate).

<table>
<thead>
<tr>
<th>Family Name:</th>
<th>First Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Number:</td>
<td>Degree Programme:</td>
</tr>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

I believe my essay performance will be/has been affected by (Please be as specific as you possibly can!):

I attach/have already submitted* the following evidence (e.g. medical certificate):
Dates of Terms

http://warwick.ac.uk/termdates

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>Autumn Term</td>
<td>Monday 5 October 2015 – Saturday 12 December 2015</td>
</tr>
<tr>
<td></td>
<td>Spring Term</td>
<td>Monday 11 January 2016 – Saturday 19 March 2016</td>
</tr>
<tr>
<td></td>
<td>Summer Term</td>
<td>Monday 25 April 2016 – Saturday 2 July 2016</td>
</tr>
<tr>
<td></td>
<td>Spring Term</td>
<td>Monday 9 January 2017 – Saturday 18 March 2017</td>
</tr>
<tr>
<td></td>
<td>Summer Term</td>
<td>Monday 24 April 2017 – Saturday 1 July 2017</td>
</tr>
</tbody>
</table>

The information contained in this Handbook is as accurate and up-to-date as we can make it. Statements of departmental policy are made in good faith and are an honest attempt to describe current practices. However, the final arbiter of university policy is the university regulations, as laid down in the Calendar, the Course Regulations and the official timetable.