

SCHOOL OF MODERN LANGUAGES AND CULTURES

ERASMUS HANDBOOK 2018-19

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WELCOME TO THE SCHOOL OF MODERN LANGUAGES AND CULTURES

We would like to welcome you to the School of Modern Languages and Cultures in Warwick.

These pages are designed to provide you with the information you need to ensure a smooth integration into the activities of the School

TERM DATES AND THE WARWICK CALENDAR

The Warwick academic year is divided into three terms of 10 weeks each; the term times are approximately; **Autumn**: October to December, **Spring**: January to March, **Summer**: April to June.

Teaching: lectures and seminars are mainly held in the Autumn and Spring Terms

The Summer Term is mainly reserved for revision and examinations; although there are some subject areas which continue teaching modules.

Week/dates guide: [term dates and week numbers](#)

For future years see: <http://www2.warwick.ac.uk/study/termdates/>

Reading Weeks

There is a reading week in week 6 of the Term 1 and week 6 of Term 2. During this week there are no lectures or seminars for most Arts subjects, although students doing modules in the Language Centre will continue to have classes. You should use this time to consolidate your work, start research for your assessments and prepare material for the second half of term.

Please note that reading week is not consistent in other departments. If in doubt as to whether your class will run in week 6, please contact your module tutor.

Reading weeks 2018-19

	Term 1	Term 2
SMLC/Arts departments	Week 6	Week 6
Language Centre (LL modules)	No reading week	No reading week
Linguistics	No reading week	Week 6
Economics	No reading week	No reading week

ENROLMENT AND WELCOME INFORMATION

Erasmus information:

<https://warwick.ac.uk/fac/arts/modernlanguages/undergraduate/visitingstudents/>

All the information you require initially is set out on the university's web page here:

www.warwick.ac.uk/welcome

General information about studying: <http://www2.warwick.ac.uk/students/study/ug/>

General information about university support services:

<http://www2.warwick.ac.uk/students/supportservices/>

Travel information: <http://www2.warwick.ac.uk/students/travel/>

MODULES AND LEARNING AGREEMENTS

Learning agreements and module confirmation

Learning agreements which have been signed over the summer (because some students needed them for their home university co-ordinators) are provisional; modules have to be re-confirmed once you arrive in Warwick.

Warwick is unable to guarantee module selections on learning agreements until the Warwick processes have been completed. SMLC will sign off initial (provisional pre-arrival) learning agreements prior to this but on the understanding that the modules listed are not guaranteed at that point.

Registering a module on the university system (e-vision) in Warwick is **NOT** the way to secure a place on the module; it is only used for confirmation (and exam information etc) *after* you have secured a place with the module convenor; approval is needed first.

Do not register on the online university system until *after* you have gained approval with a staff signature for each module, on the pink form distributed at the first SMLC meeting for Erasmus students.

Credits

Full modules (full academic year) are normally 30 CATS (15 ECTS); half modules are counted as 15 CATS (7.5 ECTS).

For part-year students doing year-long modules, the weighting used is 40% for Autumn Term, 40% for Spring Term and 20% for Summer term:

- | | |
|--|---------------------|
| a. Autumn only 40% of the total CATS credits | workload = 48 CATS |
| b. Autumn and Spring 80% of the total CATS credits | workload = 96 CATS |
| c. Spring Only 40% of the total CATS credits | workload = 48 CATS |
| d. Spring and Summer 60% of the total CATS credits | workload = 72 CATS |
| e. Full Year 100% of the total CATS credits | workload = 120 CATS |

Workload

The standard workload for a student at Warwick is 60 ECTS (120 Warwick credits/CATS). Inbound Erasmus students should meet this expectation.

Students wishing to take a reduced workload to allow them to undertake research will need to provide endorsement from their home Study Abroad Co-ordinator, together with acknowledgement from the Study Abroad Co-ordinator in their base department at Warwick.

Students may request to Audit modules; this will not carry any credit, and means that you will do normally do the assessment/exams.

Students will not normally be allowed to take modules in excess of 120 CATS/60 ECTS: this is the full load for our home students, and our experience tells us that inbound students, who already have to adapt to a new system, are strongly disadvantaged if they try to do too much.

Please remember that each module will require extensive weekly reading as well as active participation in seminars (including some individual or group presentations).

Module choices

You may already have consulted the university module catalogue and made some initial provisional module choices. However, this catalogue includes many modules which are not running in 2018-19 academic year; and some new modules do not yet appear on this catalogue. This page is therefore designed to provide more up-to-date information.

You are expected to take most of your modules from the School of Modern Languages and Cultures, as this is your base department. If you wish to take a module from French, German, Hispanic Studies, Italian, Language Centre or SMLC, please look at the following list of modules (which is updated regularly).

Available Modules in the School of Modern Languages and Cultures

Modules in English and Comparative Literary Studies

Students who are not based in English department have to wait until week 2, and choose English modules on Monday of the second teaching week. The list of modules is indicative; they may not all be available.

Modules in Linguistics

It is useful if you indicate before your arrival if you wish to study a Linguistics module, although confirmation cannot take place before the second week of term. Students interested in second year Linguistics or Sociolinguistics modules should contact Amanda Anthony (A.Anthony.2@warwick.ac.uk) and provide some details of relevant training/ Linguistics modules in their home institution.

Modules in History

It is useful if you indicate before your arrival if you wish to study a History module; in order to enquire about module availability you should contact the History dept about this - see list of currently available modules here:

Modules in History

Modules in other departments

If you wish to take a module (normally maximum one) from a department outside the Faculty of Arts, (e.g. Economics, PAIS, Warwick Business School, Law, IATL) you will have to contact the other department yourself to ascertain module availability.

Part-year students

Arriving in January may restrict module availability and students are advised consider the part-year module handbook very carefully.

Part-year Erasmus students: Modules and Credits

Part-year Language Centre Handbook

Special Assessment methods are available for students who leave Warwick prior to the Summer Term or who do not complete a full academic year. Special Assessment methods can consist of written exams, the submission of individual essays, or other types of tests, where appropriate.

Module Registration

You are required to register formally each year for each module that you are taking in that year. The University uses an online system called eVision Module Registration (eMR). Please note that this is a separate process from the module ballot which takes place in the Spring term. It is your responsibility to ensure that you complete the registration process correctly and by the required deadlines. You should ensure that you select the correct modules, with the correct CATS weighting as well as your preferred method of assessment (where there is a choice).

The University will send you instructions on how to register your modules at the start of term. Please ensure that you have completed and submitted your final choices of module and assessment **by the deadline of 19th October 2018** when the system will close. Failure to register your modules and assessment may lead to you being excluded from an examination or assessment. The University may also apply a fine of £10 if you fail to register by the deadline.

The Module Registration system will re-open for a short period at the start of Term 2 during which time you may request a change to your assessment methods. After the third week of Term 2 you are not permitted to make any changes to your modules or assessment methods and you must complete the assessment for which you are registered, otherwise you will fail the module (i.e. if you select assessment method C (essay + exam) you must submit an essay and sit the exam).

Guidance for accessing and using eMR is available here: [eMR Module Registration Information](#)

HIGHER EDUCATION ACHIEVEMENT REPORT

The Higher Education Achievement Report (HEAR) is issued as an electronic document and will include details of academic achievement, including module marks and information about your programme of study. It will be possible for you to print hard copies if required.

The electronic HEAR is delivered online through a third party service called GradIntel, and the University will therefore need to share your data with them so that they can provide you with access to your HEAR. To ensure that you have access to your HEAR when it is issued, the first step will be to register with GradIntel. You will receive an email to your University account in due course which will provide further details of the registration process. Further information about the HEAR is available at

[Higher Education Achievement Report \(HEAR\)](#)

Process for getting marks on your HEAR

- Module leader marks exam/essay
- Mark is entered on online system (students may be able to see marks for coursework once feedback has been uploaded on Tabula)
- Marks need to be **processed** before they appear on the HEAR. Typically marks processing takes place after the Summer Exam Boards.
- **NB: The Office for Global Engagement runs weekly updates to the HEAR on a Friday** (NB: module tutors do not upload marks on Grad Intel or the HEAR). Please could students refrain from asking module tutors to update their HEAR as it causes confusion. Module tutors/admin staff (depending on department) are responsible for inputting/processing marks only.
- Marks are not processed at the same time for modules and the timing of processing may vary according to department.

STUDY SKILLS

SMLC provides training and support to help you make the most of studying at the University of Warwick.

You will attend lectures/workshops that offer guidance on a range of study topics, and particularly on how to prepare the assignments you will need to write for your modules.

Full details of the programme can be found on SMLC's [Study skills Moodle](#) where you will also find further advice on studying and on writing essays. You should visit the Moodle page as soon as possible to check when and where your Study Skills sessions are held.

Language modules

If you wish to take a language module, this should be taken from the Language Centre (i.e. a module code beginning LL); not FR, GE, HP, IT). Exceptions to this may be allowed for students from Italy doing translation, in which contact Caterina Sinibaldi (c.sinibaldi@warwick.ac.uk) to find out what is possible.

English Language Support

English language tuition is offered by the Centre for Applied Linguistics, full information can be found at http://www2.warwick.ac.uk/fac/soc/al/learning_english/

Places are booked on courses on a 1st come 1st served basis. These courses are not 'for credit', however informal recognition of this can be obtained. Home institutions may then decide whether sessions can be credited in their system.

ADDITIONAL LANGUAGE LEARNING OPPORTUNITIES

You have a number of choices available to you for acquiring a new foreign language or brushing up your language skills (in addition to the modules on your learning agreement).

Modules on the academic programme

These are the same modules as shown in the links and are available to take in addition to the modules you take as part of your agreed credits. There is an additional fee for these modules. Please see the Language Centre website for more information.

For timetable and module information:

<http://www2.warwick.ac.uk/fac/arts/languagecentre/academic/>

For information on enrolment and advice information, see:

<http://www2.warwick.ac.uk/fac/arts/languagecentre/academic/enrolment/>

For entry levels, see: <http://www2.warwick.ac.uk/fac/arts/languagecentre/academic/levels/>

Lifelong Language Learning (LLL) Courses

A programme of language courses for students, members of staff and the public. The completion of one of these courses will lead to a record of Common European Framework-related achievement (see summary here: [CEFR for Languages](#))

For timetable and module information, see:

<http://www2.warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/>

For information on enrolment and advice information, see:

<http://www2.warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/>

For entry levels, see:

<http://www2.warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/levels/>

PEOPLE

Head of the School of Modern Languages and Cultures	Professor Alison Ribeiro de Menezes	Alison.Menezes@warwick.ac.uk
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Director of Undergraduate Studies; Director of the Language Centre; Director of incoming study abroad/Erasmus	Mr Evan Stewart	Evan.Stewart@warwick.ac.uk
Head of French	Dr Douglas Morrey	D.J.Morrey@warwick.ac.uk
Head of German	Dr James Hodkinson	j.r.hodkinson@warwick.ac.uk
Head of Hispanic Studies	Dr Kirsty Hooper (term 1) Dr Tom Whittaker (terms 2 &3)	K.Hooper@warwick.ac.uk T.Whittaker@warwick.ac.uk
Head of Italian	Dr Fabio A. Camilletti	F.Camilletti@warwick.ac.uk
Academic Director for Teaching and Learning	Dr Cathy Hampton	C.M.Hampton@warwick.ac.uk
Director for Student Wellbeing/Senior Tutor	Dr David Lees (SMLC overall and French) Dr Ian Roberts (German) Dr Clemencia Rodas-Pérez (Hispanic Studies) Dr Joanne Lee (Italian)	D.W.Lees@warwick.ac.uk i.g.Roberts@warwick.ac.uk clemencia.rodas-perez@warwick.ac.uk Jo.lee@warwick.ac.uk
SSLC	Dr Leticia Villamediana-González (SMLC overall and Hispanic Studies) Dr Mary Harrod (French) Frau Grit Bredecke (German) Dr Valentina Abbatelli (Italian)	L.Villamediana-Gonzalez@warwick.ac.uk M.G.M.Harrod@warwick.ac.uk g.a.bredecke@warwick.ac.uk V.Abbatelli.1@warwick.ac.uk
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Exams – Honours Level	<u>Prof. Jerry Ahearne</u> (SMLC honours overall and French final year)	<u>J.Ahearne@warwick.ac.uk</u>
	<u>Dr Mary Harrod</u> (French Intermediate)	<u>M.G.M.Harrodd@warwick.ac.uk</u>
	<u>Dr Helmut Schmitz</u> (German)	<u>h.schmitz@warwick.ac.uk</u>
	<u>Dr Leticia Villamediana-</u> <u>González</u> (Hispanic Studies)	<u>L.Villamediana-Gonzalez@warwick.ac.uk</u>
	<u>Dr Fabio A. Camilletti</u> (Italian)	<u>F.Camilletti@warwick.ac.uk</u>

A full list of names and contact details for all academic and teaching staff is available here:
<http://www2.warwick.ac.uk/fac/arts/modernlanguages/people/academic/>

A list of administrative and technical support staff is available here:
<http://www2.warwick.ac.uk/fac/arts/modernlanguages/people/>

Useful university telephone numbers and email addresses
<http://www2.warwick.ac.uk/about/contact>

OUR COMMUNITY VALUES AND EXPECTATIONS

At Warwick, we value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact. We nurture intellectual challenge and rational, rigorous debate. We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society.

At the same time, we are committed to working towards a supportive, accessible and inclusive environment within which all members of our community can successfully learn, work, live and socialise. We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for the rights, safety and dignity of all. We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community.

Both the University and the Students' Union are committed to creating a community that is free from harassment and discrimination. The University strives to treat all its members on the basis of merit and ability alone and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate ground. The University and the Students' Union regard all forms of discrimination and harassment as unacceptable and are prepared to take disciplinary action against offenders.

Please look at the following links to help you understand what this all means for you:

- **Warwick Student Community Statement**: sets out the core values, mutual aspirations and expectations of all members of the University in fostering a high-quality experience and enhancing the vibrant, welcoming, and yet challenging, Warwick community to which we all belong.
- **What is expected of Students at Warwick**: summarises key expectations for students as part of a diverse and international academic community.
- **The Equality, Diversity and Inclusion Policy**: sets out the expectation that we will all contribute to ensuring that the University of Warwick continues to be a safe, welcoming and productive environment, where there is equality of opportunity, fostered in an environment of mutual respect and dignity.
- **Dignity at Warwick Policy**, sets out the responsibilities that all members of the university have to respect and treat others fairly. The Policy includes advice on identifying and addressing harassment, formal procedures which can be followed and details of sources of support.
- **University Strategy**: outlines our vision, values and goals as a world-class university.
- **University Calendar**: this is the main 'rule book' and includes ordinances and regulations which you need to be aware of, including examination regulations, procedures relating to suspected cheating and other disciplinary offences, appeals, and the use of the university's library and computing facilities.

COMMUNICATION

How we communicate with you

Most official communications from the School and University will be sent via email therefore you should check your email regularly, including during vacation time. If you do not check your messages regularly, you may miss important information such as information regarding examinations. Your tutors may contact you via email or via Moodle to inform you of any changes to your scheduled classes. We will also communicate with you via Tabula. Tabula is the University's secure web-based portal that supports teaching and learning. You can access Tabula (tabula.warwick.ac.uk) both on and off campus.

Webpages

The School of Modern Languages and Cultures undergraduate webpages provide important information regarding your course structure, modules, skills programmes, assessment and marking criteria. You should familiarise yourself with these pages so you know where to go to find out this information. <https://warwick.ac.uk/fac/arts/modernlanguages/undergraduate/>

Noticeboards

The School office is on the ground floor of the Humanities Building in H057. Just outside it you will find a series of general noticeboards. Take time to find those that are relevant for you and get in the habit of checking them on a regular basis.

Email

You must register with IT services as soon as possible when you arrive to get access to computer facilities and an email address. You should use this email address for all purposes while you are at Warwick rather than a private email address. Members of staff will only use your official Warwick email address when contacting you. The university's email system is web-based which means you can access your emails from anywhere in the world. To access your mail remotely go to <http://go.warwick.ac.uk/myemail> and log on using your username and password.

Contacting members of staff

All members of staff post 'office hours' or 'feedback and advice hours' on their office doors and on their personal webpages. These are times when they will be available for consultation by students. <http://www2.warwick.ac.uk/fac/arts/modernlanguages/people/academic/> Outside of these hours, it may not be possible to contact members of staff immediately, since they are involved not only in teaching but also in research and administrative activities. If you cannot reach someone you want to speak to, you can send an email to discuss the matter or to arrange an appointment for a face-to-face meeting. Please be aware that staff are not expected to respond to emails outside normal working hours or over weekends. If an emergency occurs outside working hours you should contact the Security Team on (02476 5) 22083 or (02476 5) 22222.

The School's administrative offices are located on the ground floor of the Humanities Building (opposite the café). For general queries, please email smlcoffice@warwick.ac.uk or speak to a member of the support team in H.057.

It is important to inform the University via: Student Records; warwick.ac.uk/services/academicoffice/studentrecords and School office of your term-time address and

mobile telephone number. Remember to keep the office up to date if any of your contact details change. This also applies during your year abroad.

Confidentiality

Any information that you disclose relating to your physical or mental health, disability, personal circumstances, or other sensitive personal data will be treated confidentially by academic and administrative staff in the School of Modern Languages and Cultures. We will seek your permission before passing on any such information to a third party except where we have reason to believe that there is a real danger to you or others or when there is a legal duty to disclose in the case of criminal activity.

In order for certain kinds of University processes to operate effectively and to ensure that you receive the appropriate support, it is often necessary to share personal information with colleagues. It is therefore in your interests to grant this permission so that your tutors can support you in making special examination arrangements, requesting extensions and making other adjustments. If you apply for mitigating circumstances, you will be required to sign a form to give permission for that information to be shared with the mitigation committee and with members of the exam board.

The requirements of the Data Protection Act mean that we cannot discuss any personal information with parents, other family members, guardians, and friends without your written consent. However, in the event of an emergency, e.g. if a student has been admitted to hospital, a member of staff would contact the next of kin if this were deemed appropriate.

Social Networking Sites

The use of online social networking sites such as Facebook and Twitter has become a very significant part of the lives of many people. They allow students to keep in touch with others locally and internationally, to share common interests, ideas, thoughts, as well as to comment on academic matters. We do not discourage students from making use of such services but in all social media and online posts staff and students should consider the content, language and appropriateness of such communications.

Cyber bullying is a term used to refer to bullying through electronic media, usually via social networking sites, personal web pages, emails, Twitter, text messages, personal space provided by internet providers, and internet presence including blogs such as Facebook, MySpace and Web2, and all other social media whether private, personal or public. The following guidance is relevant for both students and staff in relation to online behaviour:

- Avoid using language which would be deemed to be offensive, threatening or humiliating to others in a face-to-face setting as the impact on an individual may be much the same or worse as it may not be possible to delete online information
- Avoid forming or joining an online group that isolates or victimises fellow students or colleagues
- Ensure that social networking sites are not used to access or share illegal content
- Avoid defamatory comments in relation to employees, students, customers or suppliers of the University
- Do not share confidential information regarding a University employee, student, customer or supplier.

Staff and students are encouraged to report incidences of inappropriate online behaviour. If alleged cyber bullying or harassment is reported it will be dealt with in accordance with the Dignity at Warwick policy and it may lead to disciplinary action in the same way as incidents that take place in a face-to-face setting.

ATTENDANCE AND ENGAGEMENT

Attendance at all scheduled lectures, seminars, classes (including oral classes) and examinations is compulsory. Teaching for modules begins in the first week of term and continues until week 3 of term 3. Please check your induction pack and Tabula for specific information regarding teaching arrangements.

If you are unable to attend a lecture, seminar, class or examination, or submit a piece of work, due to illness or for any other reason, you should notify the member of teaching staff concerned and your personal tutor. If you do miss a scheduled teaching event, it is your responsibility to find out what work you have missed and what you need to do for the next class from Moodle or from one of the students who did attend. It is not the responsibility of the module tutor to repeat the content of the session you missed on an individual basis after the event; however, they may be expected to supply you with copies of any handouts or other materials distributed in the session you missed. If you have problems of a personal or medical nature which may involve periods of prolonged absence you should consult your personal tutor.

Staff in the School monitor attendance closely and if you miss several teaching or assessment deadlines without explanation then you should expect to hear from your personal tutor. Your personal tutor will want to speak to you to offer the appropriate academic and/or pastoral support and to identify where support from outside the School may be necessary.

Monitoring Points

Students are expected to satisfy a number of formal criteria regarding attendance, engagement and assessment throughout the academic year. These are known as Monitoring Points and full details of these points are available below. Staff are required to report to the University when students miss these formal monitoring points.

If a student misses three monitoring points, the Academic Office will write to the student concerned; however, students who have missed three monitoring points should expect their personal tutor to have investigated the reasons for their non-engagement long before they receive this formal letter. Where a student has missed six formal monitoring points in one academic year the University Academic Office will notify the relevant Director of Undergraduate Studies that the School should refer the student to the Continuation of Registration Committee as set out in [University Regulation 36](#) (Governing Student registration, attendance and progress), unless the School wishes to present reasons why referral is not appropriate. Where a student has missed eight formal monitoring points in one academic year the School or the Academic Registrar will invoke the process outlined in [University Regulation 36](#) (Governing student registration, attendance and progress).

International students should be particularly aware of the consequences of missing monitoring points. The Academic Office is obliged to report to the UK Border Agency of the Home Office any students who have been found not to be engaging with their degree course. This may have serious implications for your degree course and may affect your right to be in the UK.

Incoming Erasmus*

Term 1

1. Attendance at start of year meeting with department's incoming Erasmus Co-ordinator or Personal Tutor in Week 1
2. Submission of Erasmus Learning Agreement to School Office by end Week 3
3. Attendance at a teaching event in Week 5
4. Attendance at a teaching event in Week 7
5. Attendance at a teaching event in Week 9
6. Attendance at a teaching event in Week 10

Term 2

7. Students to sign-up to confirm return on sign-up sheet in School Office by end Week 1
8. Attendance at a teaching event in Week 4
9. Attendance at a teaching event in Week 8
10. Attendance at a teaching event in Week 10

Term 3

11. Completion of agreed summative assessment tasks

*note that not all incoming Erasmus students stay for the whole academic year; only those Monitoring Points which cover the duration of the visit apply.

Regulation 36

The University's Regulation 36 governs students' registration, attendance and progress. The following is an extract from the Regulation:

"Students are expected to engage fully with their course of study, take responsibility for their own learning and co-operate with their department and wider University as members of the University community. Students must comply with the requirements for their course as set out by the department.

Students are expected to inform departments of any health problems, changes in circumstances or other difficulties that may affect their progress. If a student fails to inform the department, these circumstances cannot be taken into account.

Students may be required by the Head of Department to meet with staff in the department. Students may also be required to meet with administrative staff in the wider University.

If a student's progress or behaviour persistently fails to meet the expectations set out in this Regulation and departmental course requirements, the Head of Department may recommend to a Continuation of Registration Committee that the student be required to withdraw (under section 36.4.4)".

COURSEWORK

Formative assessment:

This is usually the first form of assessment you will be given. Most of your language homework will be formative assessment. The assessment is marked, but the grade does not count towards your overall grade for the module. Do take the time to read the feedback you receive carefully as it will help you identify areas where you can improve. This should help you develop your language skills and academic writing skills for your future assessed work.

Summative assessment:

The grade you receive for summative assessments will count towards your overall grade for a module. You will also receive feedback on your work, which you can use for other summative assessments and/or for the examination.

The written work you submit for a module will mostly be in the form of a written essay but may include portfolios or research projects. Topics will be set by individual module tutors and will normally relate to the set texts or material covered in lectures and seminars. Your module tutor will also offer advice on background reading, often in the form of a reading list. The deadlines for the assignment will appear on Moodle and/or on your Tabula page.

Essay word length

The following are the norms for all summative essays set in intermediate and final years

- 2000-2500 words for a shorter essay (typically 50% of the assessment for a 15-CAT module)
- 4000-4500 words for a longer essay (typically 100% of the assessment for a 15-CAT module or 50% of the assessment for a 30-CAT module)

These ranges are strict; that is, there is no variation at either end. These word limits exclude all footnotes and/or endnotes and exclude the bibliography/filmography, or similar. While there is no fixed penalty for submitting work outside these limits, overly short essays are unlikely to cover the material with sufficient depth or analysis and may not fulfil the requirements of the assignment, while overly long essays are likely to be poorly structured and lacking in focus. This will be reflected in the mark you receive for your work according to the marking criteria. Staff may stop reading an assessment once the upper word limit has been met.

Essay submission procedure

Essays must be submitted electronically via the e-submission website by the relevant deadline. The date and time of your e-submission on Tabula will be the time recorded for the full submission of the assignment. You are also requested to hand in a printed copy of your essay to the School Office in H0.57 **within 24 hours of your e-submission**. The hard copy **MUST** be an exact copy of the electronic version.

Students should note that all summatively assessed essays are submitted to Turnitin plagiarism-detection software. The declared word length may also be checked.

Extensions to Summative Work and Lateness Penalties

Extensions to summative essays

If you are unable to meet a deadline for the submission of summatively assessed work (i.e. work which contributes towards either your mark at the end of your First Year or towards your final degree classification) then you should apply for an extension online via [Tabula](#)

You should endeavour to apply for an extension before the relevant deadline. Extensions will only be granted in exceptional cases and on compelling grounds such as ill health or severe personal circumstances. You should support your application with relevant documentation, for example a note from your GP or consultant, or a registered Counsellor, or from one of the University's Student Support professional colleagues.

You should normally discuss your reasons for requesting an extension with your Personal Tutor or, in their absence, with a Senior tutor.

To apply for an extension, log on to [Tabula](#) then:

- Go to Coursework Management to view your pending assignments
- Click the 'Request Extension' button
- On the next screen, give a full statement of your reasons for requesting an extension, enter the requested extension date and upload any documents to support your request.
- Select the checkbox to confirm that you have read this extensions policy.
- If your circumstances later change and you wish to provide additional information return to 'Coursework Management' and select the 'Review Request' button for the relevant assignment.

Your request for an extension will then be forwarded by Tabula to the colleague with responsibility for approving extensions for the module concerned, who may request to see you in person or request further information before considering your request.

You may apply for extensions on more than one assignment and for more than one module at the same time.

Please note that the following do NOT normally constitute grounds for an extension:

- computer failure of any description (including the failure to keep adequate secure backups of your work) and its consequences
- stress or anxiety associated with the submission, except in cases where compelling written evidence is supplied of an underlying medical condition
- having several deadlines which fall close together or indeed at the same time.

If you do not successfully apply for an extension, a penalty of 5 marks will normally be imposed on the assignment concerned for each working day or part of working day that the essay is late.

This policy applies to extensions to all summative work from First to Final Year in the School of Modern Languages and Cultures *except* language work submitted via Moodle in Hispanic Studies and work submitted via e-portfolio in the Language Centre. In those two cases extensions should be applied for from the module tutor.

Requests for extensions to deadlines on work which is purely formative should be submitted in person or by email to the module tutor concerned.

FEEDBACK AND MARKING CONVENTIONS

The type of work you will be doing can be divided very broadly into assessment on cultural modules, and language work. Each type of language work has its own assessment guidelines because of the nature of the task. For instance, the way in which translation into English is marked is different to the way in which translation into the relevant foreign language is marked. Below you will find the marking criteria for essays on cultural modules and links to the marking criteria for different types of language work (e.g. translation and oral).

All tutors will try to give feedback on the strengths and weakness of your work and give you constructive advice about how to improve. Feedback on cultural modules is normally given via Tabula. Try not to be disheartened by what you think are poor grades or critical comments. It sometimes takes time to adjust to the level of university study. Bear in mind that if you happen to feel particularly gloomy over what you think your tutor's opinion of your work is, this is a common sentiment. It is part of your tutor's job to tell you clearly what is inadequate and needs improving. If you have any questions about assessment, go and see your module tutor during their office hour, or send them an email to request a meeting.

Numerically based work, work with smaller questions (all points on 0-100 scale)

Where an assessment or exam is based on numerical work, or where there are a large number of questions in an exam with small numbers of marks for each question, we use all of the percentage points from 0 to 100. This applies to some grammar-based language assessments in year 1.

Other work (20-point marking scale)

Where an assessment or exam is a single piece of work, or a small number of long exam answers, work is marked using the [university's marking scale](#) which is comprised of 20 points. This is typical for essay-based subjects, dissertation and many pieces of work where there is no single right answer and the quality of your research, analysis and argument is more important.

Turnaround time for feedback

The university has committed to providing feedback on all assessed work within 20 working days. Your work will be marked and moderated and you will receive feedback within this timeframe. This is to ensure that you have a reasonable time to reflect on your feedback before your next assignment. Where circumstances such as staff illness mean it is not possible to meet this commitment, you should expect to be notified by your tutor or head of department.

[Policy on the Timing of the Provision of Feedback to Students on Assessed Work](#)

MARKING CRITERIA

Language modules:

You will receive information about the way in which your language work will be assessed from your language tutors but, in very general terms, the fewer mistakes you make and the more natural your expression and idiom (and for essays in the foreign language the better your ideas and the more coherent the structure), the higher your mark will be.

Marking criteria for languages: writing, translation, oral

Cultural Modules

The criteria below are used when marking essays and other assignments. There are three categories of assessment:

i. Factual content: the selection of relevant, detailed and accurate data, demonstrating a fundamental knowledge and understanding of the subject, and showing evidence of broader individual awareness.

ii. Analytical skills: the ability to interpret the factual material critically and creatively, evaluating accepted judgements in the light of independent analysis, so as to form a coherent, scrupulously-structured argument which responds to the question with originality.

iii. Presentation: the expression of the argument in lucid, fluent prose of an individual and engaging style. Spelling, punctuation, and grammar, should be correct, and the essay should be accompanied by a full and accurate bibliography (and notes where necessary).

The weight given to each of the three categories when assessing individual essays varies slightly from year to year, reflecting the development we aim to encourage in each student's intellectual abilities. Whilst a sound and detailed knowledge of the core texts and their contexts remains an essential component of any essay, credit given for this category will decrease after year one, as the focus of learning and teaching shifts to the more advanced skills of critical analysis, creative argumentation and engaging presentation. Simply using material covered in class is insufficient. You are expected to put forward an argument, to defend it by referring back to primary, to critically engage with secondary reading and to reference rigorously all your sources.

MARKING CRITERIA FOR COURSEWORK ESSAYS

Class	Scale	Numerical equivalent	Descriptor
First	Excellent first	100	<p>Exceptional work; content excellent and original; writing flawlessly fluent and compelling. At final-year level, work may achieve or be close to publishable standard.</p> <ul style="list-style-type: none"> Exceptionally perceptive and accurate analysis of primary and secondary material Exceptional grasp of all relevant contexts Exceptionally well structured and clearly argued Referencing/bibliography/filmography is comprehensive and correctly presented throughout.
	High first	94	
	High 1 st	88	<p>Outstanding work; may extend existing debates; fluent and engaging; outstanding presentation</p> <ul style="list-style-type: none"> Evidence of original thought and independent research Extremely perceptive and accurate analysis of primary and secondary material Very clear grasp of all relevant contexts Extremely well structured and clearly argued Referencing/bibliography/filmography is comprehensive and correctly presented throughout
	Mid 1 st	82 78	<p>Excellent work; may extend existing debates; writing fluent and engaging; excellent presentation</p> <ul style="list-style-type: none"> Evidence of original thought and independent research Very perceptive and accurate analysis of primary and secondary material Very clear grasp of all relevant contexts Extremely well structured and clearly argued Referencing/bibliography/filmography is comprehensive and correctly presented throughout
	Low 1st	74	<p>High quality work; may extend existing debates; writing fluent and engaging; excellent presentation</p> <ul style="list-style-type: none"> High quality independent research, coupled with evidence of either original thought or an excellent ability to organize, synthesize and review existing debates Very perceptive and accurate analysis of primary and secondary material Very clear grasp of all relevant contexts Very well structured and clearly argued Referencing/bibliography/filmography is comprehensive and correctly presented throughout
Upper second	High 2:1	68	<p>Very good work; demonstrates a refined understanding of existing debates; writing clear and engaging; very good presentation</p> <ul style="list-style-type: none"> Very good quality independent research, coupled with demonstrable skills in organizing, synthesizing and reviewing a range of existing debates Perceptive and largely accurate analysis of primary and secondary material A clear and largely comprehensive grasp of relevant contexts Well structured and clearly argued Referencing/bibliography/filmography is largely comprehensive and correctly presented.

	Mid 2:1	65	<p>Good work; demonstrates a clear understanding of existing debates; writing largely clear and engaging; good presentation</p> <ul style="list-style-type: none"> • Good quality independent research, coupled with an ability to organize, synthesize and review a range of existing debates • Largely accurate and insightful analysis of primary and secondary material • Largely comprehensive grasp of relevant contexts • Largely well structured and clearly argued • Referencing/bibliography/filmography is largely comprehensive and correctly presented
	Low 2:1	62	<p>Mostly good work; demonstrates a largely proficient understanding of existing debates; writing largely clear; mostly good presentation</p> <ul style="list-style-type: none"> • Mostly good independent research skills; some ability to organize, synthesize and review a range of existing debates • Largely accurate analysis of primary and secondary material, but one or two minor errors may occur • A secure grasp of relevant contexts but there may be a slight lack of detail or nuance • Mostly good structure and argumentation, but there may be occasional errors in the organization of paragraphs and or in syntax • Referencing/bibliography/filmography is largely comprehensive and correctly presented but some minor slips occur
Lower second	High 2:2	58	<p>Competent work; seeks to engage with existing debates; writing largely clear but some lack of focus; competent presentation</p> <ul style="list-style-type: none"> • Competent independent research skills; some ability to review a range of existing debates but some inaccuracy and omissions occur • Competent analysis of primary and secondary material but some of the following errors occur: <ul style="list-style-type: none"> ○ Minor misunderstandings of primary source ○ Minor misunderstandings of critical terms ○ Some over-reliance on secondary sources ○ Failure to engage with a key secondary resource • Some grasp of relevant contexts but there is a lack of detail and some minor errors occur • Competent structure and argumentation, but there may be some errors in the organization of paragraphs and or in syntax • Competent referencing/bibliography/filmography but with errors
	Mid 2:2	55	<p>Largely competent work; shows some awareness of existing debates; writing of uneven quality; focus inconsistent; uneven presentation</p> <ul style="list-style-type: none"> • Some independent research skills; engagement with existing debates evident but limited; some inaccuracy and omissions occur • Largely competent analysis of primary and secondary material, but some of the following errors occur: <ul style="list-style-type: none"> ○ Misunderstandings of primary source ○ Misunderstandings of critical terms ○ Over-reliance on secondary sources ○ Failure to engage with a key secondary resource • Grasp of relevant contexts often limited and some errors occur • Structure and argumentation of uneven quality: errors in the organization of paragraphs and/or in syntax occur • Inconsistent referencing/bibliography/filmography with several errors

	Low 2:2	52	<p>Insecure; shows limited awareness of existing debates; writing of uneven quality; very inconsistent focus; very uneven presentation</p> <ul style="list-style-type: none"> • Engagement with existing debates evident but limited and often inaccurate • Treatment of primary and secondary material contains some of the following errors: <ul style="list-style-type: none"> ○ Significant misunderstandings of primary source ○ Significant misunderstandings of critical terms ○ Significant over-reliance on secondary sources ○ Failure to engage with meaningful secondary resources • Grasp of relevant contexts frequently limited and error prone • Structure and argumentation unclear: errors in the organization of paragraphs and/or in syntax occur • Referencing/bibliography/filmography contains significant errors and/or some omissions
Third	High 3rd	48	<p>Weak work; shows very limited understanding of existing debates; writing of limited quality; lack of focus; largely inaccurate presentation</p> <ul style="list-style-type: none"> • Engagement with existing debates superficial and/or inaccurate • Treatment of the material, both primary and secondary contains many of the following errors: <ul style="list-style-type: none"> ○ Lack of knowledge of the primary source ○ Significant misunderstandings of primary source ○ Significant misunderstandings of critical terms ○ Significant over-reliance on secondary sources ○ Failure to engage with meaningful secondary sources • There is very little grasp of relevant context • Structure and argumentation are very unclear; errors in the organization of paragraphs and/or in syntax frequently occur • Referencing/bibliography/filmography largely inaccurate or absent
	Mid 3 rd to Low 3 rd	45 42	<p>Extremely weak work; very limited understanding in all areas. writing of poor quality; absence of focus; presentation very poor</p> <ul style="list-style-type: none"> • Engagement with existing debates extremely superficial, flawed, and may be non-existent • Treatment of primary and secondary material characterized by extensive errors and omissions. Many of the following errors occur: <ul style="list-style-type: none"> ○ Lack of knowledge of the primary source ○ Significant misunderstandings of primary source ○ Significant misunderstandings of critical terms ○ Significant over-reliance on secondary sources ○ Failure to engage with meaningful secondary sources • Very little grasp of relevant context • Structure and argumentation extremely unclear; errors in the organization of paragraphs and/or in syntax systematically occur • Referencing/bibliography/filmography largely inaccurate or absent
Fail	High Fail (sub honours)	38	<p>Inadequate work; shows extremely limited understanding in all areas; does not meet the standards required for the appropriate stage of the degree; writing of extremely poor quality; no focus; presentation extremely poor</p> <ul style="list-style-type: none"> • No meaningful engagement with existing debates • Treatment of primary and secondary material characterized by extensive errors and omissions. Many of the following errors occur: <ul style="list-style-type: none"> ○ Lack of knowledge of the primary source

			<ul style="list-style-type: none"> ○ Little or no understanding of primary source ○ Major misunderstandings of critical terms ○ Significant over-reliance on secondary sources that are poorly understood ○ Failure to engage with meaningful secondary sources ● No real grasp of relevant context ● Structure and argumentation extremely unclear to the point of hindering communication; errors in the organization of paragraphs and/or in syntax systematically occur <p>Referencing/bibliography/filmography largely inaccurate or absent</p>
	Fail	32	<p>Wholly inadequate work; does not meet the standards required for the appropriate stage of the degree.</p> <ul style="list-style-type: none"> ● No meaningful engagement with existing debates ● Treatment of primary and secondary material wholly inadequate. Many of the following errors occur: <ul style="list-style-type: none"> ○ Lack of knowledge of the primary source ○ No real understanding of primary source ○ Major misunderstandings of critical terms ○ Significant over-reliance on secondary sources that are almost entirely misunderstood ○ Failure to engage with meaningful secondary sources ● No grasp of relevant context ● Structure and argumentation are extremely unclear to the point of hindering communication; frequent inability to form coherent paragraphs or sentences shown ● Referencing/bibliography/filmography largely inaccurate or absent
		25	Poor quality work well below the standards required for the appropriate stage of an Honours degree
	Low fail	12	
Zero	Zero	0	Work of no merit OR Absent, work not submitted, penalty in some misconduct cases

Essay-based exams

Marking criteria for essay based exams

Class, Scale and Numerical Equivalent	Descriptor
HIGH to EXCELLENT FIRST (88 / 94 / 100)	<p>Outstanding through to exceptional work, showing an exceptional command of the texts and issues concerned.</p> <p>The essay is extremely tightly argued throughout, showing extraordinary insight and impressive organisational proficiency in its treatment of the question set. The discussion displays a wide-ranging engagement with secondary sources paired with impeccably-chosen examples from primary sources.</p> <p>The essay is of outstanding quality in terms of clarity, scope and breadth of argument and is written in faultless English.</p>
MID FIRST (78 / 82)	<p>Excellent work which engages analytically and imaginatively with the question set and demonstrates a full understanding of the texts or issues concerned, while demonstrating greater nuance and finesse than a low first class essay.</p> <p>The essay is tightly and convincingly argued throughout, shows evidence of critical engagement with appropriate secondary sources and clearly goes beyond the scope of lecture and seminar work. It handles primary material creatively but with appropriate sensitivity to detail. The essay is written in fluent and literate English.</p>
LOW FIRST CLASS (74)	<p>Very high quality work which engages analytically and imaginatively with the question set and demonstrates a full understanding of the texts or issues concerned. The essay is tightly and convincingly argued throughout, shows evidence of critical engagement with appropriate secondary sources and clearly goes beyond the scope of lecture and seminar work. It handles primary material creatively but with appropriate sensitivity to detail. The essay is written in fluent and literate English.</p>
UPPER SECOND CLASS (62 / 65 / 68)	<p>Good through to very good work which focuses clearly on the question set and demonstrates good knowledge of the text or issues concerned. The essay is coherent, well structured and is informed by appropriate secondary sources. It makes good use of examples from primary material and is analytical in its treatment of these. The essay is written in correct English. (An essay in the top band of this category will do all or most of the above; an essay in the bottom band of this category will do some of the above. An essay that has impressive signs of quality may be pulled down from a first to a 2i because of inaccuracies or a lack of rigour. An essay may fall within the bottom band of 2i if its argument is thorough but pedestrian, or because it is short weight or unfinished.)</p>
LOWER SECOND CLASS (52 / 55/ 58)	<p>Inconsistent through to focused work which endeavours to addresses the question set, makes use of examples from primary material and demonstrates sound knowledge of the text or issues concerned. The essay is, however, of uneven quality: it sometimes lacks structure and its approach tends to be descriptive rather than analytical. It shows limited through to scant engagement with secondary sources. There is a satisfactory grasp of grammar and syntax, but (especially at the bottom of this category) the use of English may tend to be simplistic or clumsy. (An</p>

	essay may also fall into this category if its argument is basically sound, but lacks scope; or if it presents a promising argument but is too short, rushed or unfinished.)
THIRD CLASS (45 / 48)	Some limited and basic evidence of reading and understanding of the texts and issues concerned. The essay is descriptive rather than analytical and is characterised by lack of structure or organisation, errors of spelling and grammar and clumsy prose style. The essay will include points which are irrelevant, simplistic and/or underdeveloped, or factually wrong (the candidate may misunderstand the question); and will make inadequate use of examples. An essay may fall into this category if it presents a discernible argument that is excessively short.
LOWER THIRD CLASS (42)	The essay does demonstrate some basic awareness of key issues and/or a basic knowledge of the text, but the structure of the essay is inadequate and points that are made are underdeveloped and/or sometimes irrelevant. Very thin arguments or significant omissions may be offset by moments of clarity.
HIGH FAIL (sub honours) (38)	Inadequate work, The treatment of the primary sources demonstrates extensive errors and omissions, and a lack of knowledge and understanding. There is no meaningful grasp of relevant context. The writing is poor quality and the approach does not meet the standards required for the appropriate stage of the degree.
FAIL (32)	Wholly inadequate work, lacking any grasp of relevant context. Treatment of primary material is wholly inadequate; the essay demonstrates little or no understanding of the sources. Its structure and argument may be so unclear as to hinder communication.
LOW FAIL (25 / 12)	Poor quality work well below the standards required for the appropriate stage of an Honours degree. No evidence of a basic understanding of the text or key issues.
Zero (0)	Work of no merit

Presentations

Most seminar presentations are formative and you will not receive a formal mark. However, some modules will include class presentations as part of the summative assessment. The marking criteria for assessed presentations are available [here](#).

PLAGIARISM AND CHEATING

The University takes all forms of cheating seriously and there are strict university rules and penalties relating to plagiarism. Plagiarism is a form of cheating which involves passing off someone else's thoughts or writings as your own. It includes failure to acknowledge citations from secondary sources. Using custom essays is another form of plagiarism when a student commissions a third party to write an assignment for them. Providers sometimes claim that these essays are plagiarism free but that is a false claim. You should make sure that you understand the regulations below fully before embarking on your essay work. All summative assessments are routinely submitted to plagiarism-detection software.

University regulations and policies

The links below contain more detailed information on plagiarism, proofreading and procedures to investigate suspected cheating.

[University regulations on cheating and plagiarism](#)

[Regulation 11 Procedure to be Adopted in the Event of Suspected Cheating in a University Test](#)

[Proofreading policy](#)

How to avoid plagiarism: tutorials and training

<http://www2.warwick.ac.uk/services/its/service/support/academic/technology/teaching/plagiarism>

<http://www2.warwick.ac.uk/services/ldc/resource/eguides/plagiarism>

PlagiarWISe is a short online tutorial which explains what plagiarism is and provides practical help and advice on how to avoid it. It explores how plagiarism is defined both within the wider academic community and here at Warwick and what the consequences of plagiarism are. It also identifies the different types of plagiarism and other forms of cheating that you need to be aware of. It takes approximately 30-40 minutes to complete.

EXAMINATIONS

Examination Timetables

In Term 3 you will be able to access your online personal examination timetable for any written examinations that you may be taking in the summer examination period. You are automatically entered for an exam when you register your modules and assessment methods during the online registration process. It is your responsibility to check that you are registered for the correct mode of assessment.

You are strongly advised to print a copy of your personal timetable and take it with you to examinations. The timetable page will contain other essential information which you are required to note (e.g. regulations regarding the items permitted in examination rooms).

Please check the details carefully and report any errors in the first instance to the School office or examinations secretary.

Reasonable Adjustments / Special Exam Arrangements

If you have a long-term chronic condition or disability and believe you are entitled to reasonable adjustments, you should contact Disability Services or Mental Health and Wellbeing and request an appointment to discuss support requirements. You will be required

to provide recent medical evidence. The deadline for requesting arrangements for summer exams is usually the last Friday of Term 2. Do not assume that arrangements you had at School will automatically continue. For more information see:

<https://warwick.ac.uk/services/disability/howwecanhelp/examinations>

<https://warwick.ac.uk/services/equalops/disability/policy>

If you have special exam arrangements you may be in a different room to other students. Do not assume that your exam time and room will be the same as other students taking the module. If your examination timetable says that your exam will be held in-department, you will receive notification from the School Office of the specific arrangements for your exam.

Bilingual Dictionaries in examinations

Please note that students whose first language is not English who are intending to use a bilingual translation dictionary in their examinations must observe the following restrictions regarding the use of such dictionaries:

- (1) French Studies (all examinations with code prefix FR): dictionaries may not be used where French is one of the dictionary's languages.
- (2) Italian (all examinations with code prefix IT): dictionaries may not be used where Italian is one of the dictionary's languages.
- (3) German Studies (all examinations with code prefix GE, except for GE2080 Naturalism): dictionaries may not be used where German is one of the dictionary's languages.
- (4) Language Centre examinations (all examinations with code prefix LL): no dictionary may be used unless expressly permitted by the rubric of the individual examination paper.
- (5) Hispanic Studies (all language examinations with code prefix HP): no dictionary may be used unless expressly permitted by the rubric of the individual examination paper.

Failure to abide by the above restrictions will be regarded as cheating and may make candidates liable to proceedings under the University's Regulations Governing Suspected Cheating in a University Test.

Mitigating circumstances

What are Mitigating Circumstances?

During the course of your studies, you may experience exceptional unforeseen short-term circumstances which are outside your control and might have a detrimental effect on your studies. The purpose of mitigating circumstances is to inform exam boards about the circumstances in your life which may have affected your studies to allow them to take this into account when making decisions about your assessment, progression and degree classification. Mitigating circumstances **cannot** result in the change marks for specific pieces of assessed coursework, exams, or modules. Equally, a successful mitigating circumstance case does not excuse you from assessment in any of your modules, and mitigating circumstances cannot be used to allow you to resit an assessment in order to improve your marks.

Mitigating circumstances are defined as:

- Situations that the student could not have predicted and had no control over (e.g. serious illness, death of someone close, being the victim of crime, family difficulties and financial hardship);
- Situations with negative impact on the student's ability to undertake assessments/examinations which are independently evidenced in a timely fashion; (e.g. doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short term, the timing of which are relevant to the impact on study (normally within three weeks of the relevant assessment event deadline).

NOTE: Long term chronic conditions (normally greater than a term in duration and that are likely to continue) and disabilities are dealt with under the reasonable adjustments (RA's) policy which can be found at: <https://warwick.ac.uk/services/disability/howwecanhelp>.

For further information along with examples of mitigating circumstances and forms of acceptable evidence see [the university's guidelines](#).

Applying for mitigating circumstances

If you wish to apply for mitigating circumstances you should, in the first instance, contact your Personal Tutor. They will be able to provide advice and support with your mitigating circumstances. It is important to contact your Personal Tutor as early as possible to ensure that appropriate support is put in place. Additionally, you may wish to consult Wellbeing Services, Support Services, the Dean of Students Office, or one of the advisors at the Students' Union Advice Centre. Even if your circumstance is not eligible for consideration under mitigating circumstances, you should consider seeking support from the central university support services.

If you decide to move forward with a mitigating circumstances application, you will be asked to submit a [mitigating circumstances form](#). This should be submitted to the School's Mitigating Circumstances Officer, Lisa Archer (L.Archer@warwick.ac.uk) by the published deadline. You must also submit at least one form of relevant evidence with your claim. A list of relevant evidence relating to claim type is available [here](#). Joint Honours students MUST make their mitigating circumstances request to their home Department, unless it is an extension request for an individual piece of work which will have to be made to the Department owning the module.

Information provided by you is sensitive and will be treated confidentially and in line with General Data Protection Regulation (GDPR). Any student who believes that the mitigating circumstances submission contains sensitive personal information and/or highly confidential evidence, may submit their mitigating circumstances marked "strictly confidential and for the attention of the Chair of the Mitigating Circumstances Panel only". The information will be relayed by the Chair to the Mitigating Circumstances Panel (MCP) in each Department and/or Faculty without divulging the details of the sensitive nature of the information. Subsequently, the MCP will decide on the recommendations to be made to the Board of Examiners. Any further communications to other bodies (such as to Board of Examiners boards and/or module leaders) is ONLY permitted to list the type of mitigation agreed and reporting the appropriate grading of the MC submission AND NOT the details of the circumstances or any evidence or how it was assessed.

LEARNING RESOURCES AND THE LIBRARY

Since university study is primarily about independent study, it is important to familiarise yourself with the learning resources offered by the School and the university.

Transnational Resource Centre

The [TRC](#) is a suite of study and resources rooms located on two floors in the Humanities Building, and is exclusively for the use of students from The School of Modern Languages and Cultures. The Centre comprises a resources room for individual study, containing PCs with networked digital French satellite TV and image-capture software, as well as a range of French dictionaries, newspapers and magazines; a multi-language DVD Library (with over 3,000 titles); a cinema room for film viewings; and a group study room for preparation of group work.

The five image capture PCs in the Reading Room PC bank are networked for satellite TV as well as internet access; they are also set up for DVD or video viewing individually or in pairs. Each PC can run image capture and video edit software (Adobe Creative Suite), and is equipped with a DVD re-editing tool (Cinematize Pro) that enables users to extract audio or video tracks, subtitles etc. from DVD.

The group study room (H0.86) can be booked by SMLC students only, and is designed for group work by up to twelve people. In the workroom are an interactive whiteboard with user-friendly controls, which you can use to prepare and practise presentations on PowerPoint etc.; a satellite point and DVD/video playback enabling group TV or film watching; a PC with video edit software; and mobile desks to enable group work.

Virtual Learning environment (Moodle) and SMLC web pages

The university's central Moodle is used for most language and cultural modules within the School. You will also find general communication regarding study skills, short training courses and other useful information.

See: <http://moodle.warwick.ac.uk>

General information about course structures, module choices and assessment information can be found on the [SMLC webpages](#).

Year abroad preparation/planning information is currently to be found on Moodle.

Information and links to Moodle are here:

<https://warwick.ac.uk/fac/arts/modernlanguages/undergraduate/yearabroad>

The Library

The Library has a designated Academic Support Librarian for each academic department. The School of Modern Languages has the following:

- French, Italian and Hispanic Studies: Kate Courage kate.courage@warwick.ac.uk
- German Studies: Richard Perkins r.perkins@warwick.ac.uk

They are available throughout your degree, and will support your studies at key points in the course, to help you develop university-level research skills. Please do feel free to contact them for any help finding materials in the Library, or if you have any comments or suggestions about the Library's collections and services.

Searching for the material listed on your reading lists and bibliographies will take you to different parts of the Library: the books on the main shelves, the short loan collection and the dictionaries and the periodicals section (in the moving shelves on the floor 3 extension).

A significant amount of material is now also available online. There is a list of recommended online resources for each subject area at: <http://webcat.warwick.ac.uk/search~S1/v>

Searching the following online resources should be particularly useful:

Library Search: <http://warwick.ac.uk/library>

The Library's main search tool for discovering its print and online collections, as quickly as possible. This will allow you to find the books recommended to you by your course tutors, and other texts you might need for assignments, with the minimum of effort.

Reading Lists:

Online reading lists with links to e-books and e-journal articles and to a collection of extracts from key books and articles from some modules, which have been scanned electronically. For printed books, it will tell you whether and where they are available in the Library. <http://readinglists.warwick.ac.uk/index.html>

Online databases, including:

JStor: A collection of full text journal articles across a range of subjects. You can search it for particular texts or authors. Note that JStor doesn't always cover the most recent years.

Modern Languages Association (MLA) International Bibliography: The most comprehensive index to material on modern languages, literature and related topics. It doesn't always contain the full text, but you can generally link to it, using the Warwick WebBridge links.

Short Loan Collection

The short loan collection contains a copy of the most heavily used texts from course reading lists. It also houses a DVD library, with copies of most of the films discussed in your modules. Loans are overnight but beware of the fine system (£1 for every hour overdue!). Books and films must be returned by 11 the next day, or Monday at 11 if borrowed Friday, Saturday or Sunday. This is to ensure that they remain accessible to the greatest possible number of students. You can book short loan items for a specific day as far in advance as you wish.

Study Spaces Learning Grids (University House, Rootes and Leamington)

The Learning Grids are additional study zones, offering flexible and informal spaces for group or individual study. Opening hours for all of the Grids are on the website: www.warwick.ac.uk/services/library/using/libspaces

STUDENT WELLBEING (SCHOOL OF MODERN LANGUAGES)

In the School of Modern Languages and Cultures, we take both your general wellbeing and your academic progress very seriously; indeed, usually the two are related. You will find links on the [SMLC Wellbeing webpage](#) to colleagues who have special responsibilities for supporting particular aspects of student wellbeing within the School and to university services which can support you during your studies. You will also find links to forms which need to be completed to notify us of particular requests, for instance to apply for mitigating circumstances or to suspend your studies by taking Temporary Withdrawal.

Personal tutoring

Personal tutoring is the cornerstone of our local provision for student progress and wellbeing. Each student will be assigned a personal tutor and you will meet with your personal tutor at least 3 times during the academic year. Personal tutors are academic members of staff and 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 personal wellbeing. Your personal tutor will usually be the person to approach if you need an employment reference and may be asked to represent you at formal meetings. **It is very important that your personal tutor is kept informed of any difficulties that you are having so that you can receive the appropriate help and advice.** We will endeavour to keep you with the same personal tutor throughout your studies, however there are times when this is not always possible, for example when a member of staff is on research or maternity leave.

In addition, there is a Senior Tutor for each language section, a Director of Student Wellbeing for the School of Modern Languages (currently Dr David Lees), a Faculty Senior Tutor (Rachel Dickinson) and the Dean of Students, Prof. Louise Gracia. The University also has a comprehensive structure of services to support student progress and wellbeing (see below).

For more information on the university's personal tutoring system see:

<https://warwick.ac.uk/services/dean-of-students-office/informationforstudents/>

STUDENT SUPPORT (UNIVERSITY SERVICES)

Wellbeing

[Wellbeing Support Services](#) offer a wide-ranging support structure to help in all kinds of different areas, including with problems of a personal nature, with mental or physical health, problems arising from bullying or harassment, financial problems, legal difficulties and University disciplinary matters. Within wellbeing support, Disability Services are involved in advising on support and reasonable adjustments for students with disabilities including specific learning difficulties, ASD and long term medical conditions. Students may consult these services of their own accord, or may be referred to them by their personal tutor. Support services available to students through the University comprise the following:

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

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.

Dean of Students' Office

Professor Louise Gracia is the [Dean of Students](#). Louise is supported by three Faculty Senior Tutors: Dave Britnell, Helen Toner and Rachel Dickinson. The role of the Dean of Students is to:

- Promote the academic welfare of students, collectively and individually.
- Be responsible for the effective and consistent strategic development of personal tutoring across the university, monitoring and reporting on its operation.
- Provide a sympathetic person to whom students can turn to in confidence for support regarding difficulties with their studies, if no other source of support has been able to help.
- Be the university point of escalation for all matters relating to concerns regarding academic progression for individual students.
- Provide help and advice to academic members of staff who are Faculty Senior Tutors.
- Consult with Senior Tutors about the operation of the personal tutoring system in their department.
- With Faculty Senior Tutors, develop and deliver training to departmental Senior and Personal Tutors.
- Administer the Dean of Students (Senior Tutor) Hardship Fund.

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 work and live 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.

University Counselling Service

The [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 Specific Learning Difference; if they require special 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 and Wellbeing Team

The University [Mental Health & Wellbeing](#) 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

Students 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.

Campus Security

The [Campus 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 police officer who is located on the University campus and is available Monday to Friday (9am – 5pm).

All calls requiring an external emergency service on campus (fire, police, ambulance) should be made through the Control Centre on the emergency number.

- 24-hour Control Centre (general enquiries) 22083 or 024 7652 2083 or email security@warwick.ac.uk.

- **Emergency (fire, police, ambulance) 22222 or 024 7652 2222**
- Parking enquiries 22206 or 22209 / 024 7652 22206/9

Immigration Service

The [Immigration Service](#) 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).

Students' Union Advice Centre

The Students' Union Advice Centre (<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 immigration 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 may need information about childcare provision on campus. [The University Nursery](#) is open to children of staff and students.

STUDENT CAREERS AND SKILLS

From the time you arrive at Warwick, Student Careers and Skills can help you think about yourself and your future. Higher education is about developing your academic capability and your personality, experience and skills - and though the future may seem far off, employers like to hear what students have done with their time at university and place great emphasis on the development of skills such as good communication. Language students have plenty of opportunities to develop skills and are therefore highly employable.

The Centre for [Student Careers & Skills](#) provides a wide range of activities and events for students including:

- *The Undergraduate Skills Programme*: academic, personal and professional workshops to support your learning and personal development and Warwick
- *Undergraduate Research Internships*:
<http://www2.warwick.ac.uk/services/scs/skills/usp/>
- *Employer presentations*, careers fairs and job hunting workshops
<http://www2.warwick.ac.uk/services/scs/skills/>
- *Individual discussions* with careers consultants in the Humanities Building or in the Careers Centre, and *careers workshops* for language students.
- *CVs and applications* checked by appointment in University House

- Advice about *work experience* and getting the *Work Experience Bursary*:
<http://www2.warwick.ac.uk/services/scs/experience/zone/>
- A [vacancy database](http://www2.warwick.ac.uk/services/scs/findingajob/vacancies/) on the Student Careers & Skills website containing graduate jobs and internships <http://www2.warwick.ac.uk/services/scs/findingajob/vacancies/>

You may find it helpful **to talk to a Careers Consultant**: Clare Halldron (C.M.Halldron@warwick.ac.uk) is the contact person for language students. Clare is available in the Humanities Building every week during term time. You can book a 30 minute appointment by going to *myAdvantage* on the Student Careers and Skills website:
<http://www2.warwick.ac.uk/services/careers/>

Job Search Advice appointments will also take place in the **Learning Grid, University House** on Tuesdays, Wednesdays and Thursdays between 12.00 and 2.00pm. Please book these via myAdvantage.

If you have any careers based queries or want help booking appointments, phone 02476 524748 or email us at careers@warwick.ac.uk

References for employment

Make sure that your personal tutor is kept updated with all the activities you have been doing whilst at university and any summer jobs so, that the reference they write can be as individually tailored and detailed as possible. You can use the personal development forms in your personal tutor meetings to keep an up-to-date record of your activities. You don't have to use your personal tutor as a referee if you feel that another member of staff knows you better but, again, the more information you can provide, the easier it is to write a reference. Your personal tutor is normally expected to write references as requested; other staff may legitimately refuse such requests without giving a reason. The more notice you give your referee(s) the fuller their references are likely to be able to be.

STUDENT ENGAGEMENT

Student-Staff liaison committees (SSLC)

The Staff-Student Liaison Committee is there to provide a friendly forum for staff and students to discuss issues relating to degree courses, the department and other academic matters. It provides an opportunity for a department to receive feedback from its students and take action to continue improving its teaching and administrative services. It also allows staff to feed back the department's views to students and to get comments from students on things like changes to degree courses or the introduction of new modules. It provides a link between students, the department, the University and the Students' Union and so it is very important that you get to know your representatives on the committee and use the SSLC whenever necessary.

SSLCs should provide an accessible forum to enable students to discuss teaching, learning and student support issues with staff in an open manner, within the framework of a formal structure. Issues up for discussion could include:

- Timetabling
- Feedback
- Course costs (not including fees)
- Reading lists
- Library resources
- E-resources

- Seminar sizes
- Exam guidance
- Communication issues

This list is not exhaustive. Any issue related to your teaching and learning is relevant to discuss, the only rule is that you should NEVER discuss individual lecturers or students or refer to anyone by name - any issues with individuals should be discussed with personal tutors or with the Academic Convenor outside of a meeting situation.

Bringing realistic solutions to a meeting can mean that situations are resolved faster, and that staff are more receptive to your points - if they don't know what you want then they can't do anything about it! It also makes you seem more productive than if you just go in with a list of problems.

If you want to bring up an issue with the SSLC, contact your course representative (see the SSLC notice board). Your student representative will be able to take your issue to the next meeting or advise you of how to resolve it. Your representative may choose to research it and find out how widely felt the issue is before taking it to a meeting.

For more info, see [Course reps for SSLC](#)

Academic Convenor: represents the members of staff during SSLC meetings. They ensure that issues discussed during a meeting are passed on to staff, and then reports back to the student representatives. The SSLC overall academic convenor for the School of Modern Languages and Cultures is Dr Leticia Villamediana-Gonzalez.

Student complaints and feedback procedures

<http://www2.warwick.ac.uk/services/gov/complaintsandfeedback>

<http://www2.warwick.ac.uk/services/aro/academiccomplaints/>

We welcome student feedback and want to hear from you if you have any concerns about your course or your experience at Warwick. It helps to raise issues at a local level as soon as possible, so that we can try to address them at the earliest possible stage. You can speak to your personal tutor, SSLC representative or Head of department.

There are both informal and formal channels for making a complaint or providing feedback about a department or service at the University of Warwick. The University encourages informal resolution where appropriate and also has a formal Student Academic Complaints Resolution Procedure. Full details of the various channels are detailed on the website, along with information about the Office of the Independent Adjudicator and support open to students across the University.

STUDENT SOCIETIES (LANGUAGES)

French Society

The French Society is a social and cultural society run by students. It plays an important role in the life of the department by organising various social and academic activities. Whether you're a native speaker, a student of French or simply interested in francophone culture, it doesn't matter. All you need is a passion for France and the French-speaking world.

There are frequent events to look out for, such as film screenings, peer-led revision sessions, circling and nights out to neighbouring Leamington Spa. We would encourage you to become involved in the wide range of activities the French society can offer. Follow us on Twitter: @warwick_fs

German Society

Run by students for students, this society organises events, trips, socials and is a great way to extend your social life within the German student body - and to practise your German. You can keep up to date with all our events and socials by joining our Facebook group "Warwick German Society 2018/2019".

Our Facebook group link is:

<https://m.facebook.com/groups/2215314565354544?ref=bookmarks>

Our email is: Germansociety@sunion.warwick.ac.uk

Hispanic Society

If you are interested in the Hispanic world then we have the perfect group for you, Warwick Hispanic Studies society! It is a new and upcoming society full of friendly faces who share the same passion for languages! Not only do we organise book sales and offer advice and workshops related to the course, but we also meet up for social events such as cinema trips, meals out and other exciting activities. Joining our society gives you the opportunity to meet many people with the same interests, receive lots of help and advice but also have fun at the same time! We would love to see as many of you this year and you can find more information on the SU website or on our Facebook page Warwick Hispanic Studies society. ¡Hasta pronto amigos!

Italian Society

Benvenuti a tutti gli studenti del primo anno, vi aspettiamo a Warwick Italian Society!

Warwick Italian Society is a social society not only for students of Italian, but for all students who would like to get to know Italian people or have a passion for all things related to *il bel paese*.

This year we're planning a lot, so come and get involved! Expect aperitivo evenings, food socials, bar crawls, society outings and much more! Not only are we a highly social society, but we are also a place for Italian students to come to should they ever want to chat about all things Year Abroad and language related - we'll be planning some informal evenings where you can come and chat to us about these things!

Until then, come and find us at the Societies Fair and join our Facebook group to stay updated - a prestissimo!

The link to our Facebook group is here:

<https://m.facebook.com/groups/317060538638296?ref=bookmarks>

Our society email is su192@warwicksu.com if you ever need to contact us as a society regarding any matter.

MORE UNIVERSITY INFORMATION

University Calendar includes the University's Charter, Statutes, Ordinances and Regulations for staff and students, together with information on the University's history, Officers and formal Committees of the Council and the Senate. <http://warwick.ac.uk/calendar/>

Regulation 10: Examination Regulations:

Regulation 23: Student Disciplinary Offences

Regulation 31: Regulations governing the use of University Computing Facilities

Regulation 36 Regulations Governing Student Registration, Attendance and Progress

Equal Opportunities:

Policy on Recording Lectures by Students

Health and Safety

Smoking Policy