The purpose of this handbook is to provide you with an overall introduction to the structure and working of the School. Although it tries to cover as much as possible, in the interest of clarity this handbook does not seek to cover absolutely everything. You may find that you need to gather more detailed information, for example about particular modules or administrative arrangements elsewhere. In these cases, the handbook will refer you to the other sources you need to consult.

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Welcome back to the start of an exciting academic year. We look forward to catching up with all our returning students, and to hearing of your experiences if you have returned from a year abroad.

We are delighted to announce to you the opening of the new School Office and support services hub for the School of Modern Languages and Cultures. The School’s secretarial, administrative and IT staff are all now co-located on the ground floor of the Humanities building (just opposite the café). We hope that you find this consolidation of all your student support services into one area useful and convenient. Do please familiarise yourself with their location, and make yourself known!

You may have seen that the Times and Sunday Times newspapers recently placed the University of Warwick 6th in their league table of UK universities. The influential QS annual World University Rankings also named Warwick as one of the world's top 50 universities, ranking the University overall at 48th in the world (up 13 places on the previous year), and Modern Languages higher than this, at 33rd. These endorsements rather fittingly come in the year of our 50th anniversary, which the University is marking with a series of celebrations. It’s a good time to be here!

We are also pleased to record some excellent results in the latest National Student Survey. We had an average score of 93% for all our languages assessed in teaching. Our averaged ratings continue to be generally higher than those of the University, and indeed they place languages at Warwick near or at the top of each subject nationally. As the NSS results reflect what you think about us, we take them very seriously. We thank you very much for your appreciation of what we do, but we want to continue to look for improvements in every aspect of our work. So please do involve yourself in our staff-student liaison committees (SSLCs), so that we continue to work as closely as possible to monitor our joint efforts, and be responsive. This term our SSLCs are developing plans to create a single School-wide SSLC, which would be a powerful and coherent body for all our students. Do make your voice heard!

2015-16 will be a very special academic year for Warwick, and I hope that it will also be one of real achievement and unforgettable memories for you.
Enrolment information
All the information you require is set out on the university’s dedicated web page here:
www.warwick.ac.uk/welcome

Term dates
Autumn term 2015 : 5th October – 11th December
Spring term 2016 : 11th January – 18th March
Summer term 2016 : 25th April – 1st July
For future years see: http://www2.warwick.ac.uk/study/termdates/

There is a reading week in week 6 of the Term 1 and week 6 of Term 2. During this week no lectures or seminars are held for most subjects; you should use this time to consolidate your work and prepare material for the second half of term.

Please note that reading week exists only in the Faculty of Arts and not in other faculties; modules run by the Language Centre continue in reading week.

People
Head of School: Sean Hand
Deputy Head of School: Evan Stewart
Director of Student Wellbeing: Joanne Lee

Academic and teaching staff:
http://www2.warwick.ac.uk/fac/arts/modernlanguages/people/academic/

Administrative and Technical Support Staff and School Management Group:
http://www2.warwick.ac.uk/fac/arts/modernlanguages/people/
## Key Contacts

<table>
<thead>
<tr>
<th></th>
<th>SMLC overall</th>
<th>French</th>
<th>German</th>
<th>Hispanic Studies</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of language</td>
<td>Seán Hand</td>
<td>Pierre-Philippe Fraiture</td>
<td>Mary Cosgrove</td>
<td>Kirsty Hooper</td>
<td>Jenny Burns</td>
</tr>
<tr>
<td>Senior tutor</td>
<td>Joanne Lee</td>
<td>Sam Haigh</td>
<td>Christine Achinger</td>
<td>Leticia Villamediana-</td>
<td>Joanne Lee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>González</td>
<td></td>
</tr>
<tr>
<td>Director of Undergraduate Studies (DUGS)</td>
<td>Evan Stewart, with all secretaries</td>
<td>Cathy Hampton</td>
<td>Birgit Röder</td>
<td>Clemencia Rodas-</td>
<td>Fabio Camilletti</td>
</tr>
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<td></td>
<td></td>
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<td></td>
<td>Pérez</td>
<td></td>
</tr>
<tr>
<td>1st year exams secretary</td>
<td></td>
<td>Susannah Wilson</td>
<td>Grit Brendecke</td>
<td>Clemencia Rodas-</td>
<td>Maude Vanhaelen</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Pérez</td>
<td></td>
</tr>
<tr>
<td>Year 1 language coordinator</td>
<td>n/a</td>
<td>Cathy Hampton</td>
<td>Grit Brendecke</td>
<td>Clemencia Rodas-</td>
<td>Eliana Maestri</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Susan Beardmore</td>
<td>Pérez</td>
<td></td>
</tr>
<tr>
<td>Year 2 language coordinator</td>
<td>n/a</td>
<td>Ariane Demeure</td>
<td>Andrea Klaus (term 1)</td>
<td>Clemencia Rodas-</td>
<td>Eliana Maestri</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ian Roberts (terms 2/3)</td>
<td>Pérez</td>
<td></td>
</tr>
<tr>
<td>Year 4 language coordinator</td>
<td>n/a</td>
<td>Ariane Demeure</td>
<td>Annika May (term 1)</td>
<td>n/a</td>
<td>Eliana Maestri</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ian Roberts (terms 2/3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incoming Erasmus</td>
<td>David Lees</td>
<td>David Lees/Margaux Whiskin</td>
<td>Christine Achinger</td>
<td>Michela Coletta</td>
<td>Alessandra Aloisi</td>
</tr>
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<td>Christine Achinger</td>
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<td>Emma Campbell</td>
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<td>Evan Stewart</td>
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<tr>
<td>SMLC link PAIS (Politics)</td>
<td>Nick Hewlett</td>
<td></td>
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<tr>
<td>SMLC link WBS (Business)</td>
<td></td>
<td></td>
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<td>Andrea Klaus</td>
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<tr>
<td>SMLC link History of Art</td>
<td>Susannah Wilson</td>
<td></td>
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<tr>
<td>SMLC link Film Studies</td>
<td>Douglas Morrey</td>
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</tr>
<tr>
<td>SMLC link Theatre Studies</td>
<td>Margaux Whiskin</td>
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<td></td>
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</tr>
<tr>
<td>BA ML</td>
<td>Evan Stewart</td>
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</tbody>
</table>
CHOOSING DEGREE PATHWAYS AND CHANGING MODULES

Your degree structure

See:
http://www2.warwick.ac.uk/fac/arts/modernlanguages/applying/undergraduate/courseoutlines

‘single honours’ degrees

Single honours degrees allow you to focus on one language and its culture. You will take one compulsory language module and 90 credits of cultural modules in your subject area. Some degree schemes will allow you to take up to 30 of your credits from an external department.

‘and’ degrees (two subjects, e.g. French and German or English and Italian)

A degree in two subjects that allows you to give equal weight to each (50:50%). In your language subject(s) you will take a compulsory language module and 30 credits of cultural modules which will include the study of history, politics, literature, and culture.

‘with’ degrees (a major subject and a minor subject, e.g. Hispanic Studies with Arabic or French with Theatre Studies)

This type of degree is for those who wish to concentrate on one language and its culture, but who wish to explore another subject area. You will normally spend 75% of your time in modules for your major subject and 25% of your time on the second subject.
Choosing external module options

Some degree courses, usually single honours and some ‘with’ degrees, allow you to select a module from outside your area of speciality. For example, if you are taking single honours Italian you may take an approved module in departments such as History of Art or the Language Centre. The following table outlines current regulations on the availability of outside options.

If in doubt, you should consult the course outline for your degree programme and speak to your personal tutor.

Single subject honours degree

<table>
<thead>
<tr>
<th>Year</th>
<th>French Studies</th>
<th>German Studies</th>
<th>Italian Studies</th>
<th>Hispanic Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>No outside option allowed</td>
<td>Approved outside option allowed</td>
<td>Approved outside option allowed</td>
<td>Approved outside option allowed</td>
</tr>
<tr>
<td>Year 2/3</td>
<td>Approved outside option allowed</td>
<td>Approved outside option allowed</td>
<td>Approved outside option allowed</td>
<td>Approved outside option allowed</td>
</tr>
<tr>
<td>Year 4</td>
<td>Approved outside option allowed</td>
<td>Approved outside option allowed</td>
<td>Compulsory Dissertation no outside option allowed</td>
<td>Approved outside option allowed</td>
</tr>
</tbody>
</table>

‘with’ degrees

<table>
<thead>
<tr>
<th>Year</th>
<th>French with...</th>
<th>German with...</th>
<th>Italian Studies...</th>
<th>Hispanic Studies...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>No outside option allowed</td>
<td>No outside option allowed</td>
<td>Approved outside option allowed (for certain degree programmes only)</td>
<td>Approved outside option allowed</td>
</tr>
<tr>
<td>Year 2/3</td>
<td>No outside option allowed</td>
<td>No outside option allowed</td>
<td>Approved outside option allowed</td>
<td>Approved outside option allowed</td>
</tr>
<tr>
<td>Year 4</td>
<td>No outside option allowed</td>
<td>No outside option allowed</td>
<td>No outside option allowed</td>
<td>Approved outside option allowed</td>
</tr>
</tbody>
</table>
BA Modern Languages (three languages)

In this degree you spend 75% of your time on two languages/culture, and 25% of your time on a third language. 75% of your overall time is spent on language development (25% on each of three languages), leaving 25% of your time for culture modules associated with the first two languages. Although most students may already have two A-levels (or equivalent) in language subjects, it is possible for talented linguists to take two languages ab initio (of which one must be Spanish or Italian).

The third language can be a third European language (taken at any level) or one of Arabic, Japanese, Mandarin Chinese, Portuguese or Russian (from beginners or GCSE level).

For further details see: BA Modern Languages

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Language 1</th>
<th>Language 2</th>
<th>Language 3</th>
<th>LN101 Language and Cultures beyond boundaries or Culture module associated with first language</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>120</td>
</tr>
<tr>
<td>Year 2/3</td>
<td>Language 1</td>
<td>Language 2</td>
<td>Language 3</td>
<td>30 credits of cultural modules from Language 1 OR 30 credits of cultural modules from Language 2 OR 15 credit cultural module from Language 1 AND 15 credit cultural module from Language 2</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>2 x 15</td>
<td>120</td>
</tr>
<tr>
<td>Year 4</td>
<td>Language 1 language</td>
<td>Language 2 language</td>
<td>Language 3 language</td>
<td>30 credits cultural modules from Language 1 OR 15 credit cultural module from Language 1 AND 15 credit cultural module from Language 2</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>2 x 15</td>
<td>120</td>
</tr>
</tbody>
</table>

BA Modern Languages with Linguistics (two/three languages with Linguistics)

As above, but you would spend 25% of your time on each of three languages or two languages and culture (total 75%) and 25% of your time on Linguistics.

For further details see: Modern Languages with Linguistics
Online Module registration (EMR) and choice of Method of Assessment

All students are required to register their modules and assessment methods via the University’s Evision Module Registration System. This can be accessed from your start.warwick page and the University’s central Academic Office 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 23rd October 2015** 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 make changes 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).

The standard codes for assessment are:

A: Fully assessed (no exam)
B: exam only
C: essay + exam

Undergraduate skills programme

The University also offers assistance with study skills building (everything from online tutorials to individual face-to-face essay surgeries to group workshops). Please see here below for more details: [http://www2.warwick.ac.uk/services/skills/usp/](http://www2.warwick.ac.uk/services/skills/usp/).
COMMUNICATION

Noticeboards and pigeonholes

The School office is on the ground floor of the Humanities Building in H057. Just outside it you will find a series of 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 to get access to computer facilities and also 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 so there’s no need for you to use any other. To access your mail remotely go to: https://mywebmail.warwick.ac.uk and log on using your username and password. If you do not check your messages regularly you may miss out on important information.

Contacting members of staff

All members of staff post ‘office hours’ (or ‘consultation hours’), namely times when they will regularly be available for consultation by students, adjacent to their office doors and on their personal pages (accessible via 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.

It is important to inform the office of your term-time address and telephone number. Remember to keep the office up to date with any changes of address or telephone number.

Confidentiality

Students should expect that personal information about them will be treated confidentially by academic and administrative staff in the School of Modern Languages and Cultures. The default position in the School of Modern Languages is that such information about students will only be passed between colleagues when there is a well-founded need to know on the part of the colleague to whom the information is being passed. This is known as ‘shared confidentiality’; in other words, confidential information may be shared between colleagues when and only when the colleague to whom the information is being passed has a well-founded need to know that information in order to properly discharge their professional duties.

http://www2.warwick.ac.uk/fac/arts/modernlanguages/currentstudents/wellbeing/confidentiality
Useful telephone numbers and email addresses
http://www2.warwick.ac.uk/about/contact

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, and to comment on academic matters. We do not discourage students from making use of such services. However you should:

• ensure that you avoid using language which would be deemed offensive to others in a face-to-face setting.
• avoid allowing the formation of an online group to isolate or victimise your fellow students or tutors.
• avoid using such services in class unless your tutor has given express permission to do so.
• ensure that you never use such sites for accessing or sharing illegal content.

Students should be aware that the University will take seriously any occasions where the services are used inappropriately. Reported instances of what might be interpreted to be online bullying or harassment will be dealt with in the same way as if they took place in a face-to-face setting.
ATTENDANCE AT CLASSES

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

In addition you are also required to attend academic progress review meetings with your personal tutor at the end of the Autumn and Spring terms and to satisfy a number of other criteria relating to attendance and assessment. These criteria are called Attendance Monitoring Points and full details are provided below.

http://www2.warwick.ac.uk/fac/arts/modernlanguages/currentstudents/wellbeing/attendance

Staff in the School monitor attendance closely. We do this in order to offer appropriate academic and pastoral support and to identify where support from outside the School may be necessary. 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 then it is important that you notify both the member of teaching staff concerned and your personal tutor. If you miss teaching or assessment deadlines without explanation then you should expect to hear from your personal tutor.

Staff in the School is required to report to the University students who miss the Attendance Monitoring Points set out below. 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 you right to be in the UK.

If you do have to miss a scheduled teaching event, it is your responsibility to find out what work you have to do for the next one from one of the students who did attend. It is not the responsibility of the module tutor to recapitulate 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 longer absences, consult your personal tutor.
Attendance Monitoring Points

Years 1, 2 or 3 and 4 [i.e. all years students are on campus rather than on placement abroad]

Term 1

1. Attendance at Meeting with Personal Tutor or induction meeting in Week 1
2. Attendance at a minimum of one language class in Week 3
3. Attendance at a minimum of one language class in Week 5
4. Attendance at a minimum of one language class in Week 7
5. End of term meeting with Personal Tutor in Weeks 9 or 10
6. Submission of a minimum of one piece of formative assessment for language module by end Week 10.

Term 2

1. Attendance at a minimum of one language class in Week 2
2. Attendance at a minimum of one language class in Week 4
3. Attendance at a minimum of one language class in Week 7
4. End of term meeting with Personal Tutor in Weeks 9 or 10

Term 3

1. Attendance at summer examinations.

Year Abroad (Year 2 or 3)

Term 1

1. Submission of Erasmus arrival form to International Office within 1 month of starting work placement/study placement or assistantship. (For 2015/16 this point will be covered by the submission of all forms in points 2 and 3)
2. Submission to International Office of job description or confirmation of language assistantship form or learning agreement by end week 3.
3. Submission to relevant SMLC office of countersigned contact address form (containing address and telephone number abroad and wherever possible details of Skype or similar account) by end Week 5.
4. Submission of email progress report to Personal Tutor by end Week 7.
5. Conversation with Personal Tutor (normally by Skype or similar platform or by telephone) by end Week 9.
6. Submission of Year Abroad task 1 of 2 by end Week 11.

Term 2

1. Submission of email progress report to Personal Tutor by end of Week 2.
2. Conversation with Personal Tutor (normally by Skype or similar platform or by telephone) by end Week 4.
3. Submission of Year Abroad task 2 of 2 by end week 8.
4. Submission of Erasmus mid-placement report form to International Office by end Week 11.

Term 3

1. Submission of final Year Abroad report by 1 June.
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 office by end of 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
1. Students to sign up to confirm return on sign-up sheet in relevant office by end Week 1.
2. Attendance at a teaching event in Week 4.
3. Attendance at a teaching event in Week 8.
4. Attendance at a teaching event in Week 10.

Term 3
1. 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.)
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 main page above to services which can support you during your studies and to colleagues who have special responsibilities for supporting particular aspects of student wellbeing. You will also find links to paperwork which needs to be completed to notify us of particular requests, for instance to suspend your studies by taking Temporary Withdrawal. It is best to communicate openly with your personal tutor about any difficulties you may be experiencing, or alternatively with your Senior Tutor. We always try to be both supportive and approachable.

**Personal tutor and Senior Tutor role**

The University has a comprehensive structure of services to support student progress and wellbeing. Each student will be assigned a personal tutor who is a member of academic staff. Personal tutors are the first point of contact for help with concerns about academic progress; study problems; enquiries about course changes; general concerns about university life, personal wellbeing; and financial issues. 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. Your personal tutor may, where appropriate, refer you to suitable sources of professional non-academic support available in the University, many of which you can also find links to on the Wellbeing page of the School of Modern Languages and Cultures. **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 in each language section and a Director of Student Wellbeing for the School of Modern Languages (currently Dr Joanne Lee). Furthermore, the University runs Student Support Services coordinated by the University Senior Tutor, Mr Stephen Lamb.

http://www2.warwick.ac.uk/fac/arts/modernlanguages/currentstudents/wellbeing/personaltutoring
SUPPORT FOR STUDENT WELLBEING

Local Support

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. The cornerstone of our local provision is the personal tutoring system: http://www2.warwick.ac.uk/fac/arts/modernlanguages/currentstudents/wellbeing/personaltutoring

It is best to communicate openly with your personal tutor about any difficulties you may be experiencing, or alternatively with your department Senior Tutor. We always try to be both supportive and approachable. In addition to the support for your wellbeing we provide locally through your personal tutor, department Senior Tutors and the Director for Student Wellbeing, you may also need or want to access the University’s central student support services. Our Wellbeing mainpage is the best route to these central services if you would like to self-refer or if you are curious about what is on offer: http://www2.warwick.ac.uk/fac/arts/modernlanguages/currentstudents/wellbeing

On this page you will also find gathered together in one place links to useful university procedures (e.g. the form you need to fill out to request a suspension of your studies, for example on medical grounds, otherwise known as Temporary Withdrawal).

Central Support

Student Support (http://warwick.ac.uk/supportservices) offers 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 Student Support, Disability Services are involved in advising on reasonable adjustments for students with disabilities and in providing other support for students with disabilities, analogous longstanding medical conditions and Specific Learning Differences. Students may consult these services of their own accord, or may be referred to them by their personal tutor. There may be more than one option available to students in difficult situations. Support services available to students through the University comprise the following:

Student Support (http://www2.warwick.ac.uk/services/student-support-services)
Personal Tutors System (http://warwick.ac.uk/personaltutors)
University Senior Tutor (http://warwick.ac.uk/seniortutor)
Residential Life Team
International Office (http://warwick.ac.uk/services/international)
Counselling Service (www.warwick.ac.uk/counselling)
Disability Services (http://warwick.ac.uk/disability)
Mental Health Team (http://warwick.ac.uk/mentalhealth)
Student Wellbeing Advisor/Practitioner (http://warwick.ac.uk/mentalhealth)
University Health Centre (www.uhhc.org.uk)
Chaplaincy (http://warwick.ac.uk/chaplaincy)
Student Advice Centre (an independent, free and confidential Students’ Union service, particularly useful if you feel you need support from or to be represented, for example at a
disciplinary hearing, by someone relatively independent of the university)  
http://www.warwicksu.com/advice/

Student Funding (http://warwick.ac.uk/services/academicoffice/funding/)  
Security Services (http://warwick.ac.uk/security)

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

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

The Student Support team provide support and pastoral care and helps foster a sense of community amongst students; give advice and practical help to students on a daily or more long term basis; and manage emergency and crisis situations which impact on students.

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

University Senior Tutor

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

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

Residential Life Team

All students who have accommodation on campus, or in some off-campus properties in the surrounding area, have access to an excellent network of support called the Residential Life Team. The Residential Life Team 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.

International Office (Immigration Team)

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

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

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

University Counselling Service
The University Counselling Service provides an opportunity for all students at any level and at any time of study at the University of Warwick to access professional therapeutic counselling so that they may better develop and fulfil their personal, academic and professional potential. There are a wide variety of services, including individual counselling, group sessions, workshops and email counselling.

Students may wish to visit the Counselling Service if they are: suffering from depression; experiencing stress/anxiety; having problems with self/identity; having problems with relationships; having issues from the past or present that may hinder their capacity to function – abuse, self harm, eating disorders, loss.

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

Disability Services
Disability Services offer advice, guidance and support to students with Specific Learning Differences/Dyslexia or other, hearing and visual impairments, physical disabilities, mobility difficulties, Asperger’s, unseen/medical conditions, mental health difficulties and any other impairment or condition that is likely to have an impact on their studies and life at University. The services provided are tailored to the individual and aim at enabling students to manage their support and studies independently. Students should visit Disability Services to discuss individual support requirements; for advice on the Disabled Student Allowance (DSA); if they think they might be dyslexic or have any other 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 and 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.

**Security**

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

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

**Students’ Union Advice Centre**

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

Students can contact the Advice Centre if they have academic problems and difficulties with, for example, exams, change of course, academic appeals and complaints; have a housing problem with their accommodation on or off campus; have immigrations problems such as entry clearance, family members and working in the UK; have money or legal difficulties, or are simply not sure who to talk to or where to get help.

The Advice Centre is on the second floor of SU HQ next to the lift. It will see students usually by appointment or can be reached by telephone on 024 765 72824 or email advice@warwicksu.com

**Nursery**

Some students may need information about child care provision on campus. The University Nursery ([http://www2.warwick.ac.uk/services/childrensservices/nursery](http://www2.warwick.ac.uk/services/childrensservices/nursery)) is open to children of staff and students.
CHOOSING YOUR MODULE PREFERENCES FOR THE SECOND YEAR

The first-year modules are designed to introduce you to a wide range of topics so that you can make an informed choice about what to study in your second and final years. As a result, we hope you will soon discover what it is that really does interest you and it may well be something that you thought you would never like!

At the end of the Spring term (Term 2) you are able to express your module preferences for the second year. You may combine your choices of module so as to study different aspects of a particular historical period, or different topics belonging to different historical moments, or modules dealing with different kinds of material (literature, film, music, historical documents, or a mixture of all these).

If you are uncertain about which options to choose, it might be helpful to consult your personal tutor or the module tutor.

Confirmation of module groups for the following year will be posted in the third term. Please note that the number of students able to take each optional module is limited and that you may not always be able to follow your preferred module. A ballot system is in operation in French and German for allocating students to popular second-year modules.

You may find that some details of modules get changed before the module is due to begin. Changes like this are sometimes unavoidable, because of circumstances which have arisen since details are published, although we try to stick to what we have advertised wherever possible.

If you would like more detailed information on any of the modules listed, visit the relevant webpages of the modules you are interested in; you should be able to find booklists or summaries of the module, or both. The module tutor will also be able to put you in touch with students who have followed that module.
WRITTEN WORK, 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. 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.

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 language assessments in year 1.

Other work (17-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 a scale comprised of 17 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 analysis and argument is more important.

http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/markig/ug08/

MARKING CRITERIA

These 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.
<table>
<thead>
<tr>
<th>Class</th>
<th>Scale</th>
<th>Numerical equivalent</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Excellent first</td>
<td>96</td>
<td>Exceptional work of the highest quality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Exceptional perceptive and accurate analysis of primary material coupled with some evidence of original thought/research</td>
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<td></td>
<td></td>
<td></td>
<td>• Ability to engage critically with – and go beyond – secondary material</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Very clear grasp of relevant and/or critical contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Essay is clearly structured and reads very fluently</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sustained address to the issues the question raised</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Quotations properly referenced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bibliography/filmography complete and properly presented</td>
</tr>
<tr>
<td>High 1st</td>
<td>89</td>
<td></td>
<td>Very high quality work which may extend existing debates or interpretations:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Excellent perceptive and accurate analysis of primary material coupled with some evidence of original thought/research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ability to engage critically with – and go beyond – secondary material</td>
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<td></td>
<td>• Very clear grasp of historical and critical contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Essay is clearly structured and reads very fluently</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Sustained address to the issues the question raised</td>
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<td></td>
<td></td>
<td></td>
<td>• Quotations properly referenced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bibliography/filmography complete and properly presented</td>
</tr>
<tr>
<td>Mid 1st</td>
<td>81</td>
<td></td>
<td>High quality work with the following qualities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Good or very good perceptive and accurate analysis of primary material</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Critical terms are properly defined</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Good grasp of historical and critical contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Secondary sources are properly evaluated</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Essay is clearly structured; argument develops logically</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sustained address to the issues the question raised</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Quotations properly referenced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evidence that works/films cited in bibliography/filmography have been used</td>
</tr>
<tr>
<td>Low 1st</td>
<td>74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper second</td>
<td>High 2:1</td>
<td>68</td>
<td>High quality work with the following qualities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Satisfactory analysis of primary material</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Limited explanation of historical and critical contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Some confusion over the use of critical terms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Address to the question not consistently sustained. Inclusion of some material not relevant to the question</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Some over-reliance on secondary sources used and/or some key secondary sources not properly evaluated</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Inadequate use of quotations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Some errors in referencing and/or presentation of bibliography</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Structure unclear in places; some errors in syntax, punctuation and spelling</td>
</tr>
</tbody>
</table>

**Note:** The table structure and content are preserved as closely as possible, maintaining the readability and coherence of the original text.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| Third  | High 3rd | 48 | Work of limited quality characterised by:  
- Limited analysis of primary material  
- Very limited understanding of critical terms  
- Historical and critical contexts inadequately explained  
- Little or no evaluation of secondary sources  
- Little or no use of quotations  
- Quotations not properly referenced and little evidence that works/films cited in bibliography/filmography have in fact been consulted  
- Multiple errors in presentation of bibliography  
- More a general essay on the text than a sustained address to the question  
- Essay is poorly structured; errors in English syntax, punctuation and register |
| Mid 3rd | 45 | |
| Low 3rd | 42 | |
| Fail   | High Fail | 38 | Work does not meet standards required for the appropriate stage of an Honours degree:  
- Little or no evidence of an adequate engagement with the primary material  
- General essay about the text/s that does not address the question at all  
- Little or no evidence of an ability to tackle other issues relating to the topic  
- Little or no evidence of any sustained attempt to engage with historical and critical contexts |
<p>| Fail   | 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 |</p>
<table>
<thead>
<tr>
<th>CRITERIA FOR EXAM ESSAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCELLENT FIRST</strong></td>
</tr>
<tr>
<td><strong>FIRST CLASS</strong></td>
</tr>
<tr>
<td><strong>UPPER SECOND CLASS (2:1)</strong></td>
</tr>
<tr>
<td><strong>LOWER SECOND CLASS (2:2)</strong></td>
</tr>
<tr>
<td><strong>THIRD CLASS</strong></td>
</tr>
<tr>
<td><strong>HIGH FAIL (SUB-HONOURS)</strong></td>
</tr>
<tr>
<td><strong>Fail</strong></td>
</tr>
</tbody>
</table>
PLAGIARISM AND CHEATING

There are strict University rules about plagiarism (failure to acknowledge passages quoted from critics or from any other source, or passing off someone else's thoughts or writings as being your own), and you should consult the full regulations carefully before embarking on your essay work.

Detailed information on plagiarism:
http://www2.warwick.ac.uk/services/its/services/support/academictechnology/teaching/plagiarism
http://www2.warwick.ac.uk/services/ldc/resource/eguides/plagiarism

Regulations on cheating:
http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/

Procedure for Investigating Suspected Cases of Plagiarism

If the member of staff marking your work suspects a case of plagiarism, the following procedure will be adopted:

The marker (if not the Module Convenor) should inform both the Module Convenor and the Director of Undergraduate Studies that a suspected case of collusion or plagiarism has been identified.

The Module Convenor should then contact the Director of Undergraduate Studies and provide brief details (e.g. student ID number, module code, module title, percentage weighting of the assessment and reason for suspecting plagiarism) along with copies of the Turnitin report and your original submission.

A check will then be made to identify whether the case constitutes a repeat offence.

If it is not, a standard letter will be sent to you, informing you that your assessment is under investigation for possible plagiarism. You will be informed that you may be invited to attend an interview and, if so, you will have an opportunity at that stage to make full representations about the matter. If the case constitutes a repeat offence the process for severe plagiarism will be followed (see section c) below).

A plagiarism panel will be convened.

The panel will make an initial assessment of the case deciding whether the case is: a) negligence; b) misconduct; or c) severe plagiarism.

Negligence

A decision of negligence will be made in cases of work deemed to have been improperly referenced through the incompetent or careless academic practices of the student. When considering the penalty to be imposed in such cases, an assessment should be made of the individual’s circumstances (e.g. the stage the student has reached in their studies, any mitigating factors and the nature and extent of the unacknowledged copying)

If the case in question is deemed to be an example of poor scholarship, the Module Convenor will be directed to reduce the mark in line with the degree of the offence.

A letter will be sent to you (copied to your personal tutor). You will be advised that your assignment was improperly referenced due to poor scholarship, advised to meet with your personal tutor to receive further guidance on correct referencing techniques and warned that any future occurrences will be dealt with more severely.
**Misconduct**

A decision of misconduct will be made in cases where it is deemed that you have deliberately cheated, either through collusion or plagiarism, and that the offence should be pursued within the Department without recourse to a University Investigating Committee.

If the case in question is deemed to be an example of misconduct, the Module Convenor will be directed to reduce the mark in line with the degree of the offence. In severe cases of misconduct the Module Convenor will have the option of awarding a mark of zero for the piece of work in which the plagiarism has occurred.

A letter will be sent to you (copied to personal tutor) inviting you to attend an interview with the plagiarism panel. A copy of the Turnitin report will, if applicable, accompany the letter. You will be advised that you will have an opportunity to make representations during the course of the interview. In addition, you will be advised that you may submit written evidence prior to the interview. Written evidence should be submitted to the Head of Department no later than 24 hours prior to the interview. You will be given at least 3 days’ notice of the interview.

Upon completion of the interview a decision will be made regarding the penalty to be imposed and communicated by letter (copied to personal tutor). You will then be invited to either accept the penalty or to appeal, and allowed 10 days to respond.

If you accept the penalty, a report of the circumstances and level of penalty exacted will be lodged with the Secretary of the Board of Examiners.

If you opt to appeal, the procedure for considering severe cases of plagiarism will be invoked and the matter referred to a University Investigating Committee (as in the University Calendar, Regulation 11, Section B, paragraphs 5–9).

**Severe Plagiarism**

If the initial assessment concludes that a more severe penalty should be imposed than the Department is allowed to levy under University regulations, the case should be referred to a University Investigating Committee.

The following list contains examples of cases that should normally be referred:

- Second offences of misconduct;
- Allegations relating to a research thesis submitted for examination for a higher degree (MPhil or PhD);
- Allegations relating to an assessment that contributed to the previous approval of an award to the student;
- Allegations of a serious nature e.g. the student is suspected of having stolen work from another student or accessed work from a commercial internet site;
- Where a mark of zero would potentially result in the student being ineligible to qualify for the award for which they are registered;
- Where there are multiple allegations of cheating, affecting more than one module, against the same student which, if proven, would result in the student being ineligible to qualify for the award for which they are registered;
- Where the case is complex, for example involving allegations of collusion against two or more students.
- The plagiarism panel, having discussed the case with the markers, concludes that the case is a severe one and should be referred directly to the Investigating Committee. 5.7.2

In the event of the case being confirmed as a severe case of plagiarism you will be notified that the case has been referred to a University Investigating Committee (letter copied to programme manager, academic director, personal tutor and NIE). You will then be provided with information relating to Regulation 11, Section B, paragraphs 5–9 of the University Calendar.
EXAMINATIONS

First year

http://www2.warwick.ac.uk/services/arodarquality/categories/examinations/conventions/fyboe

First year modules do not count towards final degree classification. However, all first year modules are considered 'required core' modules and must be passed (pass mark 40%) in order to progress to the second year.

Performance in the first year and its impact

Though the work you do in your first year will not count formally towards your degree classification, all marks awarded for first-year modules will be recorded in the official University of Warwick degree transcript you will receive on graduating. Marks received for first-year modules are also likely to have an important impact on your second year and, in particular, on your Year Abroad. As the number of placements available with our Erasmus exchange partners is limited, it is possible that not all students who apply will be given a place and it is unlikely that all students will be allocated to their first-choice destination. Places may be attributed by taking into account students' overall performance during their first year.

In addition, all students applying to work as language assistants will require a reference from their personal tutor as part of their British Council application. Naturally, the better your performance during your first year, the better the reference your tutor will be able to write. Please bear these considerations in mind for all aspects of your first-year work, when contributing to seminars, writing your assignments and preparing for your exams.

Failed modules in year one

If you fail one or more of your required first year modules you will normally be given an opportunity to resit them in September as directed by the First Year Board of Examiners. Your department may recommend that you withdraw from the University in the light of your academic performance, but in this case you still have the right to one resit attempt. Resits are normally held in the first full week of September. If you fail again at resit, you will be required to withdraw from the University. In exceptional circumstances, the September board of examiners may permit a student to resit failed examinations in the following summer, without residence.

Intermediate Year

http://www2.warwick.ac.uk/services/arodarquality/categories/examinations/conventions/ugprogression09/

There are no resits for Intermediate year examinations except in the case of illness or other special circumstances. However, if you do not meet the progression requirements you will have the right to resit failed modules the following year for a pass mark without residence at the University.

Final Year

http://www2.warwick.ac.uk/services/arodarquality/categories/examinations/conventions/

Final degree classification lists are normally posted simultaneously on noticeboards and on the ground floor of University House on the late afternoon of the Tuesday of week 10 of the summer term. It is not possible to predict a precise time as this depends on the duration of finals examination boards.
Students have the right to request that their name not be included in published lists. This should be made in writing to the Director of Undergraduate Studies.

The classified pass list is subject to approval by Senate.

There are no resits for Final-year examinations except in case of illness or other special circumstances. If you fail your degree overall, you can normally resit for a Pass Degree the following summer without residence at the University, as a final attempt.

If you are unable for health or similar compelling personal reasons to take the relevant examinations in the June session, you will normally be allowed to sit the examination for the first time in the September session immediately following (and in the event of failure resit without residence the following June). In all such cases it is indispensable for candidates to supply the Department (via your personal Tutor) with relevant medical documentation.

All third and final year modules (second year and final year for student who go abroad in year 3) contribute equally to your final degree marks according to their CATS weighting. However, intermediate year French language modules and intermediate year German language module do not count towards final degree classification as emphasis is placed on final achievement at the end of the course of study. Final year French and German language modules are double-weighted, i.e. they count as 60 CATS.

All marks for assessments and exams including intermediate year results should be regarded as provisional until they are confirmed by the final examinations board in the presence of an External Examiner.

All work that contributes towards end-of-year marks and final classification is first and second marked anonymously and subject to moderation by the External Examiner.

Additional final year conventions (French, German and Italian)

http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/ug13/lista

Degree Transcripts

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. Your official University HEAR will normally not be available until mid/late August in the year of graduation.

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 http://www2.warwick.ac.uk/services/academicoffice/quality/categories/examinations/hear
Examination Timetable

Once you have registered for a module, you are automatically entered for the related examination. In Term 3 you will be able to access your personal examination timetable for any written examinations that you may be taking in the summer examination period via start.warwick on the university’s website.

Your timetable will be printable and you are strongly advised to print a copy and take it with you to examinations. The timetable page will contain other essential information which you are required to note (e.g. regulations concerning mobile phones in examinations Rooms).

Please check the details carefully and report any errors in the first instance to the School office or examinations secretary. If you have special exam arrangements (see: http://www2.warwick.ac.uk/services/tutors/disability/generalinformation/examinations/)
you may be in a different room to other students, so do not assume that your exam time and room will be the same as other students taking the module.

Details of examination and assessment procedures for modules taught by other departments are available in the relevant departments. A composite timetable (exams by Department in Exam code order) will be displayed in departments.

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

You should also be sure to inform your Personal Tutor of any other adverse circumstances that affect your coursework or examination performance. If you are unlucky enough to be ill in such a way as to affect your performance during the course, and particularly in the examination period, make sure that your Personal Tutor immediately knows the circumstances and that you obtain a medical certificate. Students must apply to the School to have such circumstances formally taken into consideration by the relevant Board of Examiners by completing an Application Form, available for download via the link below and submitting it along with relevant supporting documentation.

https://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/

ESSAYS AND DISSERTATIONS

You will be expected to submit written work for a module. This will mostly be in the form of 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. You will be set deadlines for handing in your work.

Essay word length

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

- 2000-2500ww for a shorter essay (typically 50% of the assessment for a 15-CAT module)
- 4000-4500ww for a longer essay (typically 100% of the assessment for a 15-CAT module or 50% of the assessment for a 30-CAT module)
- 8500-9000ww for a dissertation

These ranges would be strict; that is, there would be no variation at either end. These word limits include all footnotes and/or endnotes but exclude the bibliography/filmography, or similar. Staff may stop reading an assessment once the upper word limit has been met.

Essay submission procedure from 2015-16

Students are required to submit the official version of their assessment via Tabula. A hard copy of the essay should also be handed in to the School office. Students should submit electronically a file that is identical in all respects to any hard copy that they submit thereafter. The process of e-submission enables the student to generate a receipt which is emailed and which you must print.

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

Extensions to Summative Work and Lateness Penalties

http://www2.warwick.ac.uk/fac/arts/modernlanguages/currentstudents/wellbeing/extensions

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.

http://www2.warwick.ac.uk/services/its/servicessupport/web/tabula
You should endeavour to apply for an extension before the relevant deadline and you must apply no later than three working days after the 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, or from your Personal Tutor.

You should normally discuss your reasons for requesting an extension with your Personal Tutor or, in their absence, with your the Senior Tutor of your language section.
To apply for an extension, log on to Tabula then:

http://www2.warwick.ac.uk/services/its/servicessupport/web/tabula

- 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 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 for summatively assessed work that is handed in late 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. In cases in which the late essay is submitted online but not also in hard copy, where that is required, the time of submission shall be deemed to be the time of e-submission on Tabula.

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 (i.e. assignments which are marked and you get feedback on but which do not contribute directly towards either your mark at the end of First Year or your final degree classification) should be submitted in person or by email to the module tutor concerned.
LEARNING RESOURCES

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

The Library

The Library has a designated Academic Support Librarian for each academic department. The Academic Support Librarians are able to provide advice about Library services. These include:

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

The Library website is at [http://warwick.ac.uk/library](http://warwick.ac.uk/library) for general information and their subject web pages can be found at [http://warwick.ac.uk/library/tealea/](http://warwick.ac.uk/library/tealea/) for support in starting research in their subject area.

Learn to use Encore, 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 course tutors with the minimum of effort.

Sign up for Library tours, on the Get Started programme, and watch the very short online videos to help you get started using the Library. There is also a list of the most relevant databases for finding further literature and 2 very short online tutorials to help you find books and journals in the Library.

The Librarian for French, Italian and Hispanic Studies is Kate Williams, kate.williams@warwick.ac.uk. She will be available at key points during your course, to help you develop your research skills to find the material you need. Please do feel free to contact her for any help finding materials in the Library.

Short Loan Collection

The University video/DVD library, located in Short Loan in the Main Library, also has copies of most of the films discussed in Culture and Politics. We recommend borrowing from there, as DVDs can be taken off campus, but beware of their fine system (£1 for every hour overdue!): films must be returned by 11 am 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.

Learning Grid

The Learning Grid is a 24/7 wireless-networked study facility in University House offering PCs, flexible study environments and a core collection of books which are not for loan. It contains copies of some of the primary material most frequently used in Department
modules. Student advisors are on hand to offer help and advice with software, online resources and presentation/study skills.

Transnational Resources 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.

For further details, see the TRC website at http://www2.warwick.ac.uk/fac/arts/trc

Information Technology Services
Comprehensive details on the facilities and training provided by Information Technology Services are available at http://www2.warwick.ac.uk/services/its/servicessupport/training

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

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

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.
Modules on the academic programme

These can usually be taken in addition to an undergraduate degree course.

These are the same modules as shown in the above links and are also available to take in addition to your degree studies. A fee applies to these modules – please see the Language Centre website for this 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 link:  
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/
French Society

Don't forget to check out the French society at the Freshers' Fayre!
http://www.frenchsoc.co.uk/

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 activities such as the production of French plays, French lunches, trips to France and other social events.

We would encourage you to join and to become involved in the wide range of social activities the French Society can offer.

German Society

The 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 join our facebook group "Warwick German Studies Freshers 2015/16", and follow us on twitter twitter@ger_soc .

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!

Special and Open Lectures

Each year there are a number of special lectures on, usually given by distinguished academics from other universities. These are meant for students and anyone else interested. Every term there are two or three Public Open Lectures organised by the University; they are by people eminent in public or intellectual life.

Undergraduate Writing Mentors

The Student Development Unit is piloting a new peer support scheme specifically focussed for Undergraduates who wish to develop and improve their written assignment skills. For further details please see
http://www2.warwick.ac.uk/services/scs/skills/awp/advice/writing_mentors
TRANSFERABLE SKILLS

As well as seeking to consolidate and improve the subject-specific skills of its students, the School of Modern Languages and Cultures aims to provide opportunities for the development of skills that have a much wider application to students' future lives and employment. Here is a list of some of the things you will get out of your degree:

Intellectual acuity, flexibility and independence

All degree courses, whether in literature, language, history, sociology, philosophy, art history etc., aim to teach students to think for themselves on the basis of full and accurate information, understanding, logical analysis of material, sensitivity, awareness of different approaches to a subject, and critical appraisal of others' views.

Languages students learn to approach a subject from different perspectives and deal with the demands of different disciplines.

Language learning skills

By learning one foreign language to an advanced level a student is also informally learning ways of thinking about and acquiring other languages. These may be foreign languages, sign language, or computer languages.

Cultural awareness

A degree course centred on languages will inevitably develop an awareness of cultural difference. This applies to the students' understanding not only of contemporary life in the relevant countries but also of different historical periods. Study of medieval literature, for example, demands a considerable reorientation of students' cultural assumptions.

Listening, reading, understanding and interpreting

Listening comprehension is developed in various ways in classes, film screenings and lectures. All text-based modules develop skills in reading, understanding and interpreting written material.

Communication skills

Languages students develop skills in oral and written communication, as outlined in the detailed Aims and Objectives of the language modules over the three years, becoming proficient in oral and written exposition, summary, explanation, argumentation and discussion, and in writing formal essays, articles and letters. During the Year Abroad students' communication skills are developed and put to the test in immediately practical ways. Students working as teaching assistants develop skills in communicating self-confidently to their students and with colleagues and bureaucrats. Seminars and essay writing also develop skills of presentation, summary, argument and analysis in English.
**Information technology**

Students are actively encouraged to acquire IT skills and are required to submit their essays and dissertations in electronic copy. Students are encouraged to use computer assisted language learning material.

**Self-reliance, initiative, adaptability and interpersonal/social skills**

Students' experience of living abroad develops their self-reliance, initiative and organisational abilities since they have to set up their own living, travel and sometimes work arrangements. Students employed as assistants learn to co-operate with school staff and to engage with and motivate students, often having to adapt to tricky classroom situations. The majority return with remarkably increased self-confidence, maturity, and the ability to take charge.

**Independent study and research skills**

All modules promote and indeed demand habits of independent study. In addition, all modules taken for final degree classification involve research of some kind, if only consultation of secondary literature.
STUDENT CAREERS AND SKILLS

Right 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/](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/](http://www2.warwick.ac.uk/services/scs/skills/)*

*Individual discussions* with careers consultants in the Humanities Building (H2.37) 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*

A *vacancy database* on the Student Careers & Skills website containing graduate jobs and internships [http://www2.warwick.ac.uk/services/scs/findingajob/vacancies/](http://www2.warwick.ac.uk/services/scs/findingajob/vacancies/)

You may find it helpful to talk to a *Careers Consultant*: David Molyneux (david.molyneux@warwick.ac.uk) sees languages students 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/](http://www2.warwick.ac.uk/services/careers/)

For further information about work experience, see [http://www2.warwick.ac.uk/services/scs/experience/zone/](http://www2.warwick.ac.uk/services/scs/experience/zone/)

For help with *completing application forms and writing CVs and letters*, drop in to Student Careers and Skills at the Learning Grid on the ground floor of University House, and see a Job-search adviser Tuesday, Wednesday, Thursday (12 noon - 2pm). All the relevant resources about the full range of graduate careers are kept in the Careers Library in the Learning Grid.

**References for employment**

Make sure that your personal tutor is up to date 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 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.
THE UNIVERSITY’S STATEMENT OF COMMITMENT TO EQUAL OPPORTUNITIES

The University of Warwick, recognising the value of sustaining and advancing a safe and welcoming learning environment, strives to treat both employees and students with respect and dignity, treat them fairly with regards to all assessments, choices and procedures, and to give them encouragement to reach their full potential. Therefore the University strives to treat all its members 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.

HARASSMENT

The University and the Students’ Union regard all forms of harassment as unacceptable and are prepared to take disciplinary action against offenders. Both the University and the Students’ Union are committed to creating a community that is free from harassment and discrimination. Sexual, racial and personal harassment can seriously worsen conditions for staff and students at the University.

The University and the Students’ Union has a Dignity at Work and Study Policy (available here: http://www2.warwick.ac.uk/services/equalops/dignityatwarwick

The Policy includes advice on identifying and addressing harassment, formal procedures which can be followed and details of sources of support.
STUDENT ACADEMIC COMPLAINTS AND FEEDBACK PROCEDURE

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

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

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.

Academic appeals

Under certain defined circumstances and as per the University Calendar (University Regulations) students may appeal against decisions relating to their academic progress or outcomes. These may be summarised broadly as follows:

Final-year undergraduate students may appeal against the award of a particular degree class or if they have not been awarded a qualification.

First-year and intermediate-year undergraduate students have the right to appeal only against a decision that they be required to withdraw from their course of study, and then only if they are in possession of relevant evidence which was not available to the Board of Examiners when its decision was reached.

Further information and details of the process can be found in the University Calendar (see Regulations 8, 37.5 and 38.9) and at http://www2.warwick.ac.uk/services/aro/academiccomplaints/studentappeals/. 
UNIVERSITY INFORMATION

Warwick Student Community Statement
http://warwick.ac.uk/quality/categories/wscs

University Calendar
http://warwick.ac.uk/calendar/

Regulation 10 Examination Regulations
http://warwick.ac.uk/regulation10

Regulation 11 Procedure to be Adopted in the Event of Suspected Cheating in a University Test
http://warwick.ac.uk/regulation11

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

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

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

Health, Safety and Wellbeing Policy Statement
http://warwick.ac.uk/services/healthsafetywellbeing/university_health_and_safety_policy_statement_as_approved_by_council_dec_2012.pdf

Equal Opportunities Statement
http://warwick.ac.uk/equalops

Sexual, Racial and Personal Harassment: Guidelines for Students
http://warwick.ac.uk/insite/topic/healthsafety/welfare/harassment

Policy on Recording Lectures by Students
http://warwick.ac.uk/quality/recordinglectures/

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

Policy on the Timing of the Provision of Feedback to Students on Assessed Work
http://warwick.ac.uk/quality/categories/examinations/goodpractice/assessment/timeliness

Regulation 8 Regulations for First Degrees
http://warwick.ac.uk/calendar/section2/regulations/reg8to8_5_1/

Regulation 12 Absence for Medical Reasons from a University Examination for First Degrees
http://warwick.ac.uk/regulation12

Undergraduate Degree Classification Conventions
http://warwick.ac.uk/quality/categories/examinations/conventions/ug13

Harmonised First Year Board of Examiners’ Conventions (including any approved exemptions and specific departmental requirements, e.g. ‘required core’ modules)
http://warwick.ac.uk/quality/categories/examinations/conventions/fyboe

Undergraduate Progression Requirements for Intermediate Years of Study
http://warwick.ac.uk/quality/categories/examinations/conventions/ugprogression09/