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Welcome to the School of Modern Languages

Welcome to the School of Modern Languages. We hope that your next year in Leicester will be both hard-working and enjoyable.

This handbook is designed to provide you with some of the general information you may need about the School and the University. You are asked to read this information with care.

Detailed information about individual courses and modules is provided in separate subject-specific booklets for each language. These booklets are available on-line through the School website.

The School of Modern Languages

The School is made up of six sections: French, German, Italian, Spanish, and Translation Studies, as well as the Languages at Leicester (L@L) programme. The Head of School is assisted in the management of the School by the Directors of Studies for each language, the Director of Languages at Leicester and the Chair in Translation Studies. Most members of staff in the School have offices on the 11th and 12th floors of the Attenborough Building.
The offices, internal phone numbers and e-mail addresses of staff are listed below. If phoning from outside the University, add 252 before each 4-digit number. If e-mailing use the format name@le.ac.uk e.g. sharon.wood@le.ac.uk

### Attenborough Building

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject</th>
<th>Room</th>
<th>Phone no.</th>
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<tr>
<td><strong>Head of School</strong></td>
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<tr>
<td>Dr Marina Spunta</td>
<td>Italian</td>
<td>1111</td>
<td>2658</td>
<td>m.spunta</td>
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<tr>
<td><strong>Directors of Studies</strong></td>
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<tr>
<td>Dr Nicole Fayard</td>
<td>French</td>
<td>1208</td>
<td>2692</td>
<td>nicole.fayard</td>
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<tr>
<td>Dr Sheldon Penn (sem 1)</td>
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<td>Ms Helen Rawlings (sem 2)</td>
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<tr>
<td>Dr Ian Roberts</td>
<td>German</td>
<td>1107</td>
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<td>Dr Simona Storchi</td>
<td>Italian</td>
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<td><strong>Academic Staff</strong></td>
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<tr>
<td>Dr Rabah Aissaoui</td>
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<tr>
<td>Mr Bill Dyson</td>
<td>French</td>
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<td>Ms L Pileri</td>
<td>Italian</td>
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<tr>
<td>Ms Marion Pluskota</td>
<td>French</td>
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**Teaching Fellows 2010-11**

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<th>Name</th>
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<tr>
<td>Ms Maria Guarnieri</td>
<td>Italian</td>
<td>1110</td>
<td>2680</td>
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<tr>
<td>Dr Aurélie Joubert</td>
<td>French</td>
<td>1217</td>
<td>(223) 1066</td>
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<tr>
<td>Mrs Corinne Pelton</td>
<td>French</td>
<td>1209</td>
<td>2661</td>
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<td>Nuria Escudero Perez</td>
<td>Spanish</td>
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<tr>
<td>Ms Lucía Pintado</td>
<td>Spanish</td>
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<td>Dr Emma Staniland</td>
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<tr>
<td>Ms Natalia Valdivieso</td>
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<tr>
<td>Dr Anna Vives</td>
<td>Catalan</td>
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<td>Dr Steven Wilson</td>
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**Graduate Teaching Assistant**

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<th>Name</th>
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<td>Mr Marc Ripley</td>
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**Clerical staff**

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<tr>
<td>Mrs Carol Arlett</td>
<td>1403</td>
<td>cja26</td>
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<tr>
<td>(School Manager: English, Modern Languages and History of Art and Film)</td>
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<tr>
<td>Mrs Hilary Casey</td>
<td>1113</td>
<td>hc55</td>
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<tr>
<td>Ms Alix Lolic</td>
<td>1114</td>
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<tr>
<td>Mrs Angela Hullait</td>
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<tr>
<td>Mrs Kerry Moralee</td>
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<tr>
<td>Mrs Mary Needham (Admissions)</td>
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**Languages at Leicester**

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<tr>
<td>Ms Danielle Barbereau (Director)</td>
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<td>db255</td>
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<tr>
<td>Mrs Mary Needham (Administrator)</td>
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**Technician**

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<tr>
<td>Mr Dave Kitto</td>
<td>KE619</td>
<td>dk42</td>
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**Making an appointment to see a member of staff**

Appointments may be made to see any member of the academic staff by telephone or e-mail. Most members of staff also have notices on their office doors indicating when they are available to see students without prior appointment (Office Hours). Any student wishing to see the Head of School is asked to make an appointment through Hilary Casey in the School Office. While we try to keep an open-door policy, we ask students to remember that staff are involved in a number of different administrative and research as well as teaching commitments, and to respect Office Hours as far as possible.
Other staff duties within the School

| Timetable                   | Hilary Casey       |
|                            | Sheldon Penn       |
| Examinations               | Rabah Aissaoui     |
| Year Abroad                | Emma Staniland     |
| Equal Opportunities        | Anna Vives         |
| AccessAbility Tutor        | Lucia Pintado      |
| Staff Student Committee    | Corinne Pelton     |
| Careers Officer            | Ian Roberts/Lesley Wylie |
| Computer Officer           | Carol Arlett       |
| Safety Officer             | Kirsten Malmkjær   |
| Postgraduate Tutor         |                    |

Staff and their research and academic interests

Rabah Aissaoui, L.ès.L (Tours), MA (Leicester), PhD (Leeds)

Senior Lecturer in French. Dr Aissaoui’s research interests focus on immigration, ethnicity in colonial and postcolonial France. He is particularly interested in the study of discourses on identity and exile, in the diasporic construction of nationalism and more specifically in expressions of ethnic, national and cultural belonging amongst Maghrebi migrants in France. He has researched and published on diasporic political activism in the colonial and post-colonial periods (including the Etoile-Nord Africaine/Parti du Peuple Algérien in the interwar period and the MTA in 1970s France). Other areas of interest include Franco-Algerian relations, the historical development of Algeria, as well as Francophonie (language and cultural expressions amongst marginalised populations in France and language policies in the Maghreb). He also works on media representations of ethnic minorities in contemporary France. He published a monograph entitled Immigration and National Identity in 2009 (IB Tauris).

Danielle Barbereau, L. es L. (Angers), M.Phil (Strathclyde), Adv. Diploma coaching

Director of L@L (part time).

Danielle Barbereau joins the University of Leicester in 2010, having previously worked at the University of Sheffield as Director of the Modern Languages Teaching Centre (MLTC). Prior to this, she was a lecturer in French and then a project and partnership manager at the University of the West of Scotland. Her area of expertise is in translation and interpreting.

Danielle has worked in senior management both in the private and public sectors. She retrained as a personal and business coach and she now runs her own small coaching business specialising in redundancy and retirement coaching. She is also coaching personnel leaving the Armed Forces and their partners, to help them make a successful transition between military and civilian life.
Jenny Chamarette MA, MPhil, PhD (Cantab)

Lecturer in French Cinema. Dr Chamarette’s main research interests lie in contemporary French and Francophone lens-based media, continental philosophy (particularly phenomenology) and critical theory, the politics of cultural institutions and studies of material objects. Before joining Leicester, she was a Research Fellow at Fitzwilliam College, Cambridge. Her monograph, *Phenomenology and the Future of Film: Rethinking Cinematic Subjectivity Beyond French Cinema* (Palgrave Macmillan, forthcoming 2012) reflects on issues of temporality and embodiment in the films and installations of Chris Marker, Agnès Varda, Chantal Akerman and Philippe Grandrieux. Previous publications include *Guilt and Shame: Essays in French Literature, Thought and Visual Culture* (co-edited volume, Oxford: Peter Lang, 2010), and articles in *Paragraph*, *Senses of Cinema*, and *Image (&) Narrative*. Her current research focuses on cinema and the museum in contemporary France, drawing on the emergence of transcultural cinematic practices in public and private institutions such as the Pompidou Centre, the Louvre and the Fondation Cartier. She curated the *Light Up!* short film festival in Cambridge in 2009, and enjoys collaborating with artists and filmmakers.

Nicole Fayard, L.ès L., M.ès L., CAPES (Lyon), Ph.D. (Leicester)

Dr Fayard’s research interests and publications focus on Shakespeare in France, performance history and the politics of performance, as well as gender, Francophone women’s writing, and sexual violence in contemporary France. She is currently working on the history of rape in twenty-first century France and on autobiographical narratives of sexual trauma. Recent publications include: *The Performance of Shakespeare in France since the Second World War: Re-imagining Shakespeare* (Lampeter, 2006), as well as numerous articles on Shakespeare in France. Gender-related publications include essays on Virginie Despentes, Samira Bellil and research on rape and sexual violence in contemporary France.

Maria Guarnieri M.A.

Teaching Fellow in Italian. Dott. Guarnieri has an M.A. in European Languages and Culture from the University of Manchester as well as her degree from Verona. She has worked as Lecturer in the universities of Lancaster, Central Lancashire and Nottingham Trent. She has also taught for the Open University and the University of Manchester. Dott. Guarnieri has published several articles on language teaching for journals such as *Tuttitalia*. She is interested contemporary Italian cinema and Italian noir fiction. She is a regular contributor to *Tuttitalia* and has co-authored "Teach Yourself Italian Conversation" (Hodder and Stoughton, 2005).

Elizabeth Jones B.A., Ph.D. (Birmingham)

Lecturer in French. Dr Jones's research interests focus on twentieth-century French and Francophone life writing, particularly the autobiographical works of Serge Doubrovsky, Hervé Guibert and Régine Robin, on which she has published a number of articles. She is particularly interested in Cultural Geography and has devoted a considerable part of her
research to investigating past, present and potential relationships between the disciplines of Geography and Literary Studies. This interdisciplinary interest played a significant role in her doctoral thesis and is the focus of her recently published book, *Spaces of Belonging: Home, Culture and Identity in 20th Century French Autobiography* (Rodopi: 2007). Dr Jones was co-founder of the Leicester Life Writing Series, the inaugural event of which was a conference entitled ‘Serge Doubrovsky: Life, Writing, Legacy’. This took place in February 2007 and was attended by the author himself. Dr Jones is currently working on representations of space in contemporary Algerian women’s life writing.

**Aurélie Joubert BA, MA, Ph.D (The University of Manchester)**

Teaching Fellow in French studies

Dr Joubert’s research interests focus on the external history of Romance languages. She is interested in the emergence and the evolution of power relations between language communities and the representation of languages. More specifically, her doctoral study is based on two minority language groups found in France and in Spain: Catalan and Occitan speakers. She has received her PhD from the University of Manchester (2010) where she was a lecturer in Linguistics before joining the French department in Leicester. She has published on the topic of language prestige and its relation to language attitudes for Occitan and Catalan speakers.

Other areas of interests include language endangerment, language planning, language revitalisation and language death. She has also worked on the evolution of grammar traditions in French and Spanish and on processes of standardisation, in particular the establishment of the French standard.

She has helped organised the first postgraduate conference of Occitan Studies and is part of the Mercator network. She is also a member of the Association Internationale d’Etudes Occitanes.

**Robert Kenny, B.A. Ph.D (Leeds)**

University Fellow and part-time Lecturer in French. Dr Kenny’s research has focused mainly on French poetry and drama. He has written extensively on early twentieth-century French poetry. He has published a number of articles on Molière and the importance of music in the *Comédies-ballets* and he is currently completing a book on the early eighteenth-century *Théâtre de la Foire* and travelling theatre companies in the French provinces and abroad. Dr Kenny also contributes to the musical life of the University and directs the Coro Nostro choir.

**Fransiska Louwagie, Bachelor of Romance linguistics and literature (Kortrijk), Master of Romance linguistics and literature (Leuven), PhD (Leuven)**

Lecturer in French studies, Fransiska Louwagie specializes in post-Holocaust testimonial literature and fiction. She previously held postdoctoral research fellowships at Lessius University College and at the Catholic University of Leuven, where she also completed a predoctoral research fellowship granted by the FWO (Research Foundation Flanders). She has published several articles on contemporary Francophone literature and on its dealings with Holocaust memory, amongst others in *Questions de communication, Études littéraires, Romance Quarterly, Les Lettres romanes, Neophilologus, Orbis Litterarum* and *Études*.
françaises. She is a member of the editorial board of Témoigner : Entre Histoire et Mémoire (Revue pluridisciplinaire de la Fondation Auschwitz Bruxelles, Éditions Kimé, Paris). Her recent research interests include the issue of self-translation in the work of contemporary bilingual authors. As part of this project she undertook a three-month research stay at Harvard University in 2010, supported by a Fulbright grant.

Kirsten Malmkjær, B.A., Ph. D. (Birmingham), F.R.S.A.

Professor of Translation Studies, Director of Translation Studies Programmes, and Head of the Research Centre for Translation and Interpreting Studies. Professor Malmkjær joined Leicester in September 2010 having previously taught at the universities of Birmingham, Cambridge and Middlesex. Her research and teaching interests include translation theory, translation studies, translation and language, translation and philosophy, and Hans Christian Andersen’s language and literary production in Danish and in translations into English. She is author of Linguistics and the Language of Translation (Edinburgh 2005) and editor of The Oxford Handbook of Translation Studies (with Kevin Windle; Oxford 2011), The Linguistics Encyclopedia (London 1991; second edition 2002; third edition 2010), Translation in Undergraduate Degree Programmes (Amsterdam and Philadelphia 2004), and Translation in Language Teaching (Manchester 1998). Forthcoming books are on translation and on Hans Christian Andersen’s language. She is general editor of Target: International Journal of Translation Studies and has contributed articles on translation to many books and journals.

Ann Miller, B.A. (Leeds), M.A. (London), Ph.D (Newcastle)

Formerly Senior Lecturer in French and now a part-time tutor. Dr Miller’s research interests are in bande dessinée, French cinema and applied linguistics. She has published a book called Reading bande dessinée: critical approaches to French language comic strip, and has recently co-edited a volume on life writing and the visual arts to be published by Nebraska University Press in 2011. She is co-editor of the journal European Comic Art, and is on the editorial board of the Language Learning Journal. She is currently working on a book on autobiography in bande dessinée, to be published by University of Wales Press.

Sheldon Penn, B.A., M.A. (Nottingham), Ph.D. (Birmingham)

Lecturer in Latin American Studies and Director of Spanish Studies (Semester 1). Dr Penn’s main field of research is 20th century Mexican literature. In 2003 he published the monograph Carlos Fuentes’s Terra nostraa and the Kabbalah: The Recreation of the Hispanic World (Mellen). In 2011 he is publishing two articles on Mexican poetry of the 1930s (Bulletin of Hispanic Studies and Romance Studies). He has a developing research interest in cinema and has written on the films of Luis Buñuel with a forthcoming chapter in The Buñuel Reader, to be published by Blackwell in 2012. He has also recently completed a Deleuzian study of Mexican director Carlos Reygadas’s Stellet Licht, soon to be published in the Bulletin of Spanish Studies. He supervises three postgraduate research students in the School on the topics of Mexican theatre, Latin American science fiction film and space in the cinema of Luis Buñuel.

Teaching Fellow in Spanish. Nuria studied Philology, and completed her Pedagogical Aptitude Certificate at the University of Barcelona. She has worked as a Spanish Teacher in Spain, Italy and Canada. She completed her M.A. in Translation at the University Pompeu Fabra, and has also worked as a translator on a freelance basis for international companies and for the Translation Bureau of Canada.

Lucía Pintado-Gutiérrez, B.A., M.Phil. (Valladolid)

Teaching Fellow in Spanish. Lucía’s research focuses on pedagogical translation as a beneficial tool in teaching Spanish as a foreign language. Also, she is interested in translation studies and linguistics. Her teaching interests include translation, interpreting and the development of virtual learning environments. She worked for a number of years as a part time Lecturer at University of Limerick (Ireland). In addition, she works as a freelance translator and interpreter.

Helen Rawlings, B.A., M.Phil., (Liverpool)

Senior Lecturer in Spanish. Helen Rawlings’ research focuses on the religious culture of Spain in the early modern period and the phenomenon of Spain's seventeenth-century decline. Her approach is inter-disciplinary and incorporates historical, literary and artistic sources of evidence. She has written three books: one on the role of the Church in shaping Spanish society in the sixteenth and seventeenth centuries (Church, religion and society in early modern Spain, Palgrave, 2002), another on the historical legacy of the Spanish Inquisition (The Spanish Inquisition, Blackwell, 2005) and a third on the historical discourse that has informed the debate on the decline of Spain from the sixteenth century to the present day (The debate on the decline of Spain, Manchester University Press, 2012).

Ariane Richards, BA, MA (Dunelm)

Teaching Fellow in French. Ariane Richards joined the University of Leicester in September 2010 having previously taught French at the University of Durham (UK), and the National University of Tacna (Peru). Ariane completed an MA in the Photographic Image and is currently working towards a PhD on May 1968 and the role of photography in the creation and circulation of myths.

Marc Ripley, B.A., M.A. (Leicester)

Marc is a Graduate Teaching Assistant in the Spanish department. He completed his BA Italian and Spanish and his MA Humanities & Modern Languages at the University of Leicester. His MA dissertation focused on the depiction of the body in modernity in Luis Buñuel’s cinema. Marc is currently undertaking doctoral research on representations of space in Buñuel’s Mexican Cinema. He has recently written a conference paper on heterotopic spaces in Buñuel’s film adaptation of Robinson Crusoe to be delivered at the International Postgraduate Literature Conference 2011 in Poland.
Ian Roberts, B.A., PhD (Wales)

Lecturer in German and Director of German Studies. Dr Roberts joined Leicester in September 2007 having previously taught at the University of Exeter, Britannia Royal Naval College (Dartmouth) and the University of Mainz. Doctoral research into the West German author Wolfdietrich Schnurre developed into an ongoing interest in the portrayal of the German soldier in film and fiction. In recent years Dr Roberts has focused on the field of German cinema, publishing articles on the classic Das Cabinet des Dr Caligari (Wiene, 1920) and the director F. W. Murnau. Publications include ‘Eine Rechnung, die nicht aufgeht’: Identity and Ideology in the Fiction of Wolfdietrich Schnurre (1997), Teach Yourself World Cultures: Germany (2000, 2004) and Grammatik Aktiv! (with Richard Robinson, 2001). German Expressionist Cinema: Worlds of Light and Shadow was published with Wallflower Press in 2008.

Christopher Rolfe, M.A. (Wales)

University Fellow, and part-time Lecturer in French. Mr Rolfe’s current research interests concentrate on contemporary print-making in Quebec, but he has published, given papers and broadcast, both in the United Kingdom and abroad, on a wide range of Quebec-related subjects. His latest book, as co-editor, is Canada Exposed/Le Canada à découvert (2009). He is on the editorial board of the British Journal of Canadian Studies for which he regularly writes reviews, and Globe. Revue internationale d’études québécoises. Mr Rolfe, who was awarded the Quebec Government’s Prix du Québec in 1991 for his contribution to Quebec studies in this country, was President of the International Council for Canadian Studies 2005-2007.

Marina Spunta, Dott. Ling. Lett. Stran. (Bologna), M.Phil. (Exeter), Ph.D. (Birmingham)

Senior Lecturer in Italian and Head of School. Dr Spunta's main research interests lie in postwar Italian fiction and photography, particularly the debates on orality, and on space, place and landscape. She has published on a number of contemporary writers and is the author of two monographs, Voicing the Word: Writing Orality in Contemporary Italian Fiction (Peter Lang, 2004) and Claudio Piersanti (Cadmo, 2009). She has also co-edited the following volumes: Proteus - The language of metamorphosis (Ashgate, 2005), Oral and written in contemporary Italian culture (Legenda, 2006) and Letteratura come fantasticazione. In conversazione con Gianni Celati (Edwin Mellen Press, 2009). Her current research project investigates representations of place and landscape in contemporary Italian fiction and photography, with a special focus on the Po valley region.

Emma Staniland, B. A., M.A., Ph.D. (Leicester)

Dr Staniland is a Teaching Fellow in Spanish and Spanish American studies. She completed both her BA French & Spanish and MA in Modern Languages & Humanities at the University of Leicester, and has recently finished her Ph.D. in the field of Spanish American women’s writing (2010). Her thesis explored the use of the Bildungsroman as a literary vehicle for women writers’ critique of the discourses governing gendered identity formation

Lecturer and Director of Studies in Italian. Dr Storchi’s research interests include Italian Modernism; early 20th century art and literary magazines; inter-war literature, visual arts, and architecture; aesthetics and politics during the fascist regime. She has published a monograph on art theory in the 1920s (Valori Plastici 1918-1922. Le inquietudini del nuovo classico, 2006) and written several articles on inter-war Italian literature and culture. She has also written articles and edited a book on contemporary Italian fiction (Da Calvino agli ipertexti. Prospettive della postmodernità nella letteratura italiana, 2002). She is currently completing a book entitled Unsettling Modernity. Intellectuals, Periodicals, Debates in 1920s Italy.

Natalia Valdivieso B.A (Coventry), P.G.C.E (De Montfort University, Leicester)

Teaching Fellow in Spanish. Natalia studied Modern Languages and worked for several years in international companies, using her knowledge of languages in sales and marketing roles within the UK and abroad and studying through the Institute of Export. She then focused on teaching, completing a P.G.C.E. Natalia taught for the Adult Learning Service and Loughborough University before coming to Leicester University. She has also translated and interpreted on a freelance basis, primarily for Leicestershire County Council.

Anna Vives, Llic.Fil.Cat. (València), C.A.P. (Madrid), Ph.D. (Aberdeen)

Teaching Fellow in Catalan & Spanish. Before moving to Leicester, Dr Vives taught at the universities of Aberdeen and Lancaster. Her research interests are in modern peninsular literature and culture, especially the Avant-garde, the link between poetry and art, and Catalan studies. Her PhD thesis (2007) analysed the representation of narcissism, genius and violence in the poetry of Salvador Dalí and Federico García Lorca within historicizing and psychoanalytic theoretical frameworks, paying substantial attention to Lorca’s conferences, and Dalí’s visual art and autobiographies. In 2009 she was awarded the Dorothy Sherman-Severin Research Fellowship for Early-Career Researchers in Luso-Hispanic Studies by the AHGBI and WISPS, which was instrumental in the development of new research on the image of the city in Catalan Avant-garde poetry and art. Her latest scholarly work includes the edition of a special issue of Romance Studies on the topic of spatial practices, which will be out in November 2011.

She is the Honorary Secretary of the Anglo-Catalan Society and is currently involved in the organization of the association annual conference that will take place in Queen Mary, University of London, in November 2011.
Steven Wilson MA, PhD (QUB)

Teaching Fellow in French Studies. Dr Wilson works on the various intersections between prostitution and textuality in nineteenth-century French literature, notably in the works of Balzac, Sand, Baudelaire, Zola and Rachilde. He is co-editor (with Manuel Bragança) of *Ex/change: Transitions and Transactions in French Literature* (Oxford: Peter Lang, 2011), and has published articles on the literary significance of prostitution in Balzac, Sand, Flaubert and Baudelaire. Before joining the University of Leicester, he taught at Queen’s University Belfast and the Universities of Manchester and Exeter.

Sharon Wood B.A., Ph.D. (Bristol)

Professor Wood’s research interests include modern narrative, theatre and women’s writing, as well as translation. She is the author of *Italian women’s writing 1860-1994* (London 1995), *Woman as object: language and culture in the work of Alberto Moravia* (1990), and co-editor of the *Cambridge History of Women’s Writing in Italy* (Cambridge 2000). *Under Arturo’s star: the cultural legacy of Elsa Morante* was published, together with Stefania Lucamante, in 2006. An edited collection of essays on the Nobel prize-winning Sardinian writer Grazia Deledda, *Challenging Modernity: Essays on Grazia Deledda* was published in 2007, and will shortly appear in an Italian edition. Current research interests include Nineteenth-century Italian women’s translations and adaptations from English and French, as well as women writing on culture and politics prior to Italian unification. Translations from Italian include Primo Levi’s *Black Hole of Auschwitz*, Romana Petri’s *An Umbrian War* and *The Flying Island*, while from Spanish she has translated Marcelo Birmajer’s *The Three Musketeers* and *Stories of Married Men*. Her translation of Dacia Maraini’s *Passi affrettati*, *Hurried Steps*, continues to tour the UK.

Lesley Wylie B.A. (Dublin), M.Phil, Ph.D (Cambridge)

Lecturer in Latin American Studies. Dr Wylie works on Latin American literature and culture from the late nineteenth century to the present, and is particularly interested in writing from the Peruvian and Colombian Amazon. From 2006 to 2009 she was Senior Research Officer on the AHRC-funded project, ‘*American Tropics: Towards a Literary Geography*’ in the Department of Literature, Film, and Theatre Studies at the University of Essex. Her current research, which has grown out of this project, relates to the literary geography of the Putumayo River on the Colombian-Peruvian border and will be published as a monograph by Liverpool University Press. Previous publications include the book *Colonial Tropes and Postcolonial Tricks: Rewriting the Tropics in the novela de la selva* (Liverpool University Press, 2009) and articles in *Modern Language Review, Romance Studies, Studies in Travel Writing*, and *Irish Studies Review*. 
Notice Boards

There are notice boards on the landings of the 11th and 12th floors of the Attenborough Building and in the corridors opposite. **Please ensure that you consult these regularly** for information relating to the courses you are taking. There is also a general Modern Languages notice Board outside the main offices on the 11th floor. It is **your responsibility** to make sure that you access the information displayed on the notice boards.

The kind of vital information you will find on the notice boards, and which will **NOT** be sent to you via e-mail, includes:

- **at the start of each session/semester**: details of your timetable, language classes, tutorial groups and personal tutors
- **later in each session/semester**: details of assessed essay titles, examination rubrics and examination timetables

E-Mails and Pigeonholes

The staff at the School will communicate with you individually by e-mail or via the student pigeonholes. These are located in the Italian corridor on the 11th floor. **Please check your e-mail regularly and respond if necessary. We strongly urge you to check your university account daily, as this is the (only) one we will use to contact you.**

Advice on checking pigeon holes:

- You should check the pigeonhole bearing the first letter of your surname regularly as important communications about examinations, tutorials and the return of assessed work etc. may otherwise be delayed. Any internal or external mail addressed to you via the School will be put in these pigeonholes.

School Office

The School Office is situated in Rooms Att 1113, Att 1116 and Att 1117. These are normally open to students during term-time at the following times:

- Monday to Friday 10 am to 4 pm

**While we try to be available as much as possible, it would help if you could respect these times.**

**Assignments** should be posted in the essay collection box on the 11th floor landing.
**Change of Address**

If you change your address, it is vitally important that you inform both the School Office and the Registry in the Fielding Johnson Building. If you fail to do this important information may not reach you. The responsibility for this is yours.

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**University Facilities**

**Library**

Facilities: The Library comprises the award winning David Wilson Library on the main campus together with the Digital Library. The Library building offers inspirational, state-of-the-art services and facilities, comprising in total 1500 study spaces, over 350 student PCs and Wi-Fi throughout the building. The David Wilson Library also provides 13 group study rooms bookable only by students, and a Graduate School Reading Room exclusive to postgraduate students.

Opening hours are generous; including 24/5 during term time and 24/7 during the examination periods.

Entrance to the library requires a Student ID/University Library card which is issued as part of registration. To make full use of the Library Catalogue you need a Library PIN, which is sent to your University of Leicester email address. For security reasons your card and PIN should not be shared with anyone.

**The Library’s Collections**
The Library’s collections are significant with over 1 million books and journals. They are a supplement to the core texts which you will need to own.

Visit the Catalogue at [library.le.ac.uk](http://library.le.ac.uk) to search for books and printed journals. You can borrow and return books and journals using the self service machines. The number of items that you can borrow will depend on which course you are on, visit: [www.le.ac.uk/library/services/borrowing](http://www.le.ac.uk/library/services/borrowing) for details. Normal loan books can be borrowed for up to four weeks, but may be recalled because another user wants the book. The original due date will be shortened and the book must be returned by the new date. Loans can be renewed using the Catalogue, email or telephone. Please renew on time to avoid a fine. Books in heavy demand are in the Express Zone.

Self-service photocopiers and printing are available and all students have an electronic ‘Print & Copy Account’ which can be credited to pay for photocopying.

**Leicester Digital Library**

Visit [www.le.ac.uk/library](http://www.le.ac.uk/library) for
Both on and off campus access to 18,000 journals, databases and electronic books through the internet.
‘My Subject pages which bring together the most important resources for your subject, providing you with an ideal starting point.
You can also access the Digital Library from the Library tab in Blackboard.

Your CFS user name and password, which you get when you register, is needed to access the Digital Library off campus. For more details on accessing the Digital Library off campus, please visit www.le.ac.uk/library/help

**Support**
Visit our home page at www.le.ac.uk/library for opening times, services, introductory podcasts, online tutorials…
Visit the Help Zone on the ground floor for both Library and IT enquiries
The Help Team are there to offer advice; look out for their blue or purple shirts
Pick up one of our printed guides in the Library
Many departments organise introductory sessions to the Library during the first term
Email or phone our Enquiry Service (see contact details below)
Ask the Information Librarian who specializes in your subject area (see website for details)

Distance Learners and part-time research students can use the Library’s Distance Learning Service, which offers additional help in obtaining material. Visit www.le.ac.uk/library for details and follow the link for ‘Distance Learners’

Students with dyslexia and other specific learning difficulties, disabilities and long term conditions can make use of additional services and facilities. Visit www.le.ac.uk/library and follow the link for Dyslexic/Disabled Users.

The Library welcomes feedback from students. Please Make a suggestion by choosing this link on the Library homepage or complete one of the comment forms available in the Library.

**Library Regulations and Charges**
The Library is a shared service for all members of the University and, as such, some rules need to be respected when using it. Please note that as a registered student Senate’s Library Regulations apply to you; these can be found by following the link for Regulations at www.le.ac.uk/library/about. The Librarian, or any person nominated by the Librarian, can apply sanctions, or levy a fine on any user who breaks these regulations. Please visit: www.le.ac.uk/library/about for current charges and other fees.

**Contact Details**

Web site: www.le.ac.uk/library

David Wilson Library:
Email: library@le.ac.uk
Tel: (0116) 252 2043
University Bookshop

The Bookshop is owned and managed by the University. Established in 1958 the bookshop moved to new premises on the ground floor of the David Wilson Library in April 2008.

All prescribed and recommended texts are kept in stock, so that students can rely on the Bookshop to supply all the books that they are encouraged to buy in the course of their studies. A wide range of paperbacks and books of general interest are also kept in stock. Any book not in stock can be quickly provided to order.

Maps, greeting cards, and a wide range of stationery items are stocked as well as University of Leicester branded merchandise including an ever changing range of clothing and gifts.

The opening hours are as follows:

- Monday to Friday    9.00 a.m. - 5.30 p.m.   (during term-time)
- Monday to Friday    9.00 a.m. - 5.00 p.m.   (during vacation)
- Saturdays           9.00 a.m. - 12.30 p.m. (all year)

The Bookshop is open to the general public as well as to all students. In addition to accepting payment in cash, using Visa, Mastercard and Maestro, there is a mechanism by which money may be deposited with the bookshop by parents or friends and later used to purchase books and stationery. Money can also be deposited via the website https://shop.le.ac.uk

Contact details: Telephone:  0116 229 7440
E-mail: bookshop@le.ac.uk

IT Services

The computing service on campus is referred to as the CFS service and this provides Windows and Microsoft Office 2007 as well as many other programs that will help you with your studies.

Computer Accounts: When you complete your online University registration you will be issued with an email address and a username for accessing the CFS service.

Regulations of Use: Students must abide by Senate’s Regulations Concerning the Use of Computing Services as well as the other policies located at http://www2.le.ac.uk/offices/itservices/about/regulations

Access to Computers: There are many PC areas across campus where there are PCs you can use and some of these rooms provide overnight and week-end access. There are also several Student PC Areas in the David Wilson Library.

Printing on Campus: Most PC areas on campus have a printer and printouts can be paid for using a bank card. The costs of printing are automatically debited from your ‘Print and Copy’ account which is created when you register for a computer account. See go.le.ac.uk/studentprinting.
Wi-Fi: The eduroam wi-fi service provides free wi-fi access across campus, allowing web browsing, access to your University email and filestore. See go.le.ac.uk/wifi NOTE: Your laptop or smartphone must be suitably configured to use the wi-fi service.

Off-campus Access to University Email: Outlook Web Access provides access to your University email from anywhere in the world via http://webmail.le.ac.uk/

Blackboard: the University of Leicester’s virtual learning environment (VLE). Here you can access support and information for all your courses of study at the University. See blackboard.le.ac.uk

Online Resources: The University subscribes to a number of online resources that can be accessed through the Leicester Digital Library from the library home page library.le.ac.uk. NOTE: Support for these services is provided by staff in the David Wilson Library.

Halls of Residence Network: All of the study rooms in University accommodation include internet access. This residential network is provided by a commercial company.

IT Support: IT help on campus is provided through the combined Library and IT Services Help Zone in the David Wilson Library. Alternatively, email: ithelp@le.ac.uk or phone +44(0)116 252 2253, or your department may have computer support staff who can offer you help.

ITS Website: For more information about the services see: http://www2.le.ac.uk/offices/itservices

Contact Details
IT Service Desk
Open: Monday to Friday, 9:00 - 17:00
Tel: 0116-252-2253
Email: ithelp@le.ac.uk
The University’s General Regulations are published online at http://www.le.ac.uk/academic/Regs/index.html

You are asked to note that the General Regulations Concerning Undergraduate Students at the beginning of the document cover some important matters which are summarised below:

## Attendance

**Attendance:** Attendance is an essential requirement for a first degree or taught postgraduate programme. Full-time students must reside in Leicester or within easy commuting distance of the city for the duration of each term, and all students are normally required to attend such lectures, seminars, practicals and other formal classes as are specified in their course timetables.

In addition to existing attendance monitoring practices, departments will monitor international student attendance at two ‘checkpoints’ during each academic year and report any absences to the University Registry. Where possible, checkpoints will be lectures, seminars, practical or other formal classes as specified in student course and examination timetables, or the submission of coursework, where this is made in person by the student to the department. As such, students will NOT normally be notified of specific checkpoint dates. Where the department cannot utilise either of these mechanisms, they will determine a suitable alternative interaction and notify students of the time and date.

Departments are empowered to authorise short absences for personal reasons, but requests for absences of more than one week must be explicitly approved by the University, and will only be granted if the department is in agreement with the proposal, and if the student concerned takes full responsibility for the completion of outstanding academic work. This procedure also applies if the absence is required for religious reasons, but as students are required to notify the Registry at the beginning of each academic year if there are likely to be religious reasons for any absence during that year, academic departments and administrative offices are expected to utilise this information pro-actively, so that any specific religious needs can be anticipated, and where practicable, met. **Authorisation of short absences will also apply to attendance checkpoints for international students.**

## Personal Conduct

The University expects students to conduct themselves with propriety, both in and around the University buildings and also in public places.
Term-time Employment (Full-time Students)

Paid employment during term-time should not exceed 15 hours per week. Such part-time work will not be accepted as a mitigating circumstance to excuse absence from classes, late submission of work, poor performance or examination failure.

Examinations

Examinations are normally scheduled utilising two periods a day for the First Semester examinations (9.30 a.m. and 2.30 p.m.), and two slots a day for the Second Semester examinations (9.30 a.m. and 2.30 p.m.). Examinations are held on six days a week, Monday to Saturday, and special arrangements cannot be made to accommodate students’ personal preferences, unless these arise from specific religious requirements identified by the student at the commencement of the academic year, or are associated with approved measures to support students with disabilities. Students with disabilities who require special examination arrangements should contact the AccessAbility Centre.

The extent to which the timetabling of examinations can be adapted to meet the specific religious requirements of individual students will vary from case to case, but the University will make such alternative arrangements as are in its power, subject to the overriding requirements that the examinations must be scheduled within the published examination periods, and that alternative arrangements introduced for individual students must not disadvantage the majority. Students making requests for special treatment on religious grounds should recognise that measures designed to meet their needs might therefore involve an unavoidable element of inconvenience (for example, the requirement to remain incommunicado for a period of time).

Neglect of Academic Obligations

Unsatisfactory attendance, work and progress may lead to termination of course

Withdrawal

Students, who wish to withdraw from the University, either temporarily or permanently, should consult their personal tutor and/or other members of the academic staff, and where applicable, seek advice from the Learning Development team in the Careers Service and/or Student Welfare Service. A guidance leaflet on withdrawal and an application form are obtainable from the Reception Desk in the Fielding Johnson Building. Requests for temporary withdrawal and associated conditions of re-entry require the approval of the University.

You should also take note, as appropriate, of the various regulations concerning the following:

- Residential accommodation
- Library regulations
- Use of University Computing services
Your attention is also drawn to the Statement on Harassment and Discrimination, The Student Charter, the Student Code of Social Responsibility and the University’s Equality Policy.

The Internet Code of Practice and Guide to Legislation which is available at [http://www.le.ac.uk/regulations/computing/internetcode.html](http://www.le.ac.uk/regulations/computing/internetcode.html) alongside a range of other guidance documents relating to computer usage.
Degree Programmes in the School of Modern Languages

BA French & English
BA French with German
BA French & Italian
BA French & Spanish
BA Italian with German
BA Spanish with German
BA Italian & English
BA Italian & Spanish
BA European Studies
BA Spanish & English
BA Modern Language Studies
BA Modern Languages with History of Art
BA Modern Languages with Film Studies
BA Modern Languages with Management
BA Languages with Management and English as a Foreign Language

These are all four-year courses involving a year abroad. French may also be taken as part of the LLB Law with French degree and French, German, Italian and Spanish are all available in BA and BSc Combined Studies and as supplementary subjects with other single-subject degrees. Details of overall programme specifications can be found at:
http://www.le.ac.uk/academic/progspec/index.html
Programme regulations can be found at:
http://www.le.ac.uk/ua/ac/Regs/index.html

Changes of Course / Modules

If you think you have chosen the wrong course or module, you should talk to a member of staff - your personal tutor would be a good first choice - as soon as possible. Our aim is to be as flexible as possible in accommodating the needs and wishes of individual students and it is normally possible for changes to take place, subject to certain restrictions, without much difficulty. This is done by obtaining a “Change of Degree Course Form” or a “Change of Module Form” from the School Office and following the instructions given. Please note the slight differences in regulations depending on the type of change being made:

• Change of degree course forms, signed by all departments involved in the transfer, must be lodged with the Registry no later than the end of the second week of the first semester.

• Change of module forms, endorsed by the relevant department(s), must be lodged with the Registry no later than the end of the second week of the semester in which the new module is being offered.
If you decide that you would like to change course near the end of a session, please consult your personal tutor before collecting a “Change of Degree Course Form” from the School Office.

**Timetable**

Most lectures and other classes are timetabled centrally. Details will be given to you in separate booklets or on notice boards at the start of term. The organisation of language classes is a complex business, which cannot be undertaken until registration is complete. Lists will be posted on the appropriate notice boards as soon as possible. If your name does not appear, or if you think you have a clash with another Department, please let the School Office know at once so that the problem can be sorted out. At the start of Semester 2 there are likely to be some minor changes to the timetable, so please be sure to check the notice boards for details.

**Attendance within the School**

Lectures, language classes, seminars, tutorials and all other classes form an integral part of your degree, and you are therefore expected to attend them. We recognise, of course, that absence is sometimes unavoidable, but we expect that, especially in the case of language classes, seminars or tutorials, you either let the tutor know in advance or offer an explanation as soon as possible afterwards. A record is kept of students who fail to attend without good reason. Persistent offenders will be asked to see their Director of Studies or the Head of School and may be reported to the Progress Committee. If the Committee deems a student to be neglectful of their studies, a formal warning may be given. This warning will be to the effect that they need to maintain their best efforts or, more seriously, that they may lose their right to retake any examinations or resubmit any coursework they might fail.

International students who fail to attend checkpoints will be reported centrally and this may result in the termination of their course and the subsequent reporting to the UK Border Agency, in line with University sponsor obligations.

**Illness**

Students who suffer a minor illness for a period of less than seven days are required to report this to their departments:

(a) if the illness leads to absence from classes;
(b) where it might be a contributory factor in a failure to meet course deadlines or to perform up to expectations in any academic assignment.

Students must self-certify their illness using a standard form available from departmental offices, and must report the illness as soon as they are fit to do so.

Where the illness is of more than seven days’ duration or is of a non-minor nature, medical advice should be sought and a medical certificate submitted to the University. Students are responsible for collecting medical certificates from the Freemen’s Common Health Centre and supplying a copy to their department and to the Registry (for taught postgraduate students and undergraduate students other than MBChB students), the Medical School Office (for MBChB students), or the Graduate Office (for postgraduate research students). Students
registered with other general practices should ensure that their medical certificates are similarly distributed.

The seven-day ruling is suspended by the Freemen’s Common Health Centre during the First and Second Semester and September resit examination periods, when it is the responsibility of students to seek medical help as soon as possible for any ill health experienced during, or near to, the examinations.

It is the responsibility of students who are required to produce medical evidence of fitness to continue or resume study to acquire such evidence by the date specified to them by the Registry, the Graduate Office or the Board of Examiners.

Freemen’s Common Health Centre now charges the University for providing medical certificates and reports. Students and tutors may be asked to complete an application form before a letter is written (this request form is submitted to Freemen’s Common Health Centre through the Student Welfare Service for audit purposes). Other general practices may charge for providing reports and such charges must be met by the student concerned.

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**Presentation of Written Work**

All work should be word processed. All first-year students within the College of Arts, Humanities and Law are required to follow a self-teach Basic Computer Skills course if necessary, which will equip them with the necessary word-processing skills. You should try to master these skills and to word-process as much of your work as possible. The ICT skills you acquire are likely to prove very useful when it comes to seeking employment after your degree.

Before handing in an essay, you should fill in an *Assignment Cover Sheet*, and attach it to the front. You should then post your work and the sheet in the *essay collection box on the Attenborough Tower landing on the 11th floor* (unless the tutor has given instructions for it to be handed to him/her in person). You **MUST** keep a copy of your essay: this is useful both as evidence if the original goes missing and also in case you need a reference-copy before the essay is returned. Members of staff endeavour promptly to return work that is handed in on time. If you feel you are having to wait unduly for the return of your work, please do not hesitate to speak to the tutor concerned or to the appropriate Director of Studies.

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**Questionnaires**

It is important to us to know what you think about the courses we are providing and the ways in which they are delivered. To enable us to receive adequate feedback, you will be asked to complete at least one Module or Course Evaluation Questionnaire in each semester. This will normally take place during a regular teaching session.
Photocopying charges

Most printed material will be presented via Blackboard so that students can print out handouts for themselves. Some tutors may provide more extensive course material booklets, in which case a small charge may be made.

Deadlines

All written work, whether part of formal assessment or not, should be posted in the essay collection box on the 11th floor landing no later than 4.00 p.m on the prescribed date. The box is emptied at 4.00pm each day and any work posted into it after 4.00pm will count as being handed in the following day. Work that is overdue will not normally be accepted. If you are going to miss a deadline you must speak to the tutor of your course. In the case of formally assessed essays and coursework, including dissertations, the School of Modern Languages operates a fixed system of penalties for work handed in late:

- 10% of the available marks for the written work will be deducted upon expiry of the deadline
- 5% of the available marks for the written work will be deducted on each of the ten subsequent working days, after which a mark of zero is awarded.
- “Available marks” in this context means the maximum marks available for the piece of work.
- “Working day” in this context means a period of twenty four hours or part thereof from Monday to Friday inclusive.

Appropriate documentary evidence is normally required for these penalties to be waived. In the interests of fairness to all, it is School policy not to grant extensions for assessed essays and coursework and you are therefore advised to plan your work carefully and schedule the completion of all assessed work at least one week before the relevant deadline.

Feedback and return of work

Language work
Detailed feedback will be given on the work you do (oral and written), as well as a mark. Each lecturer will inform you of when and how your work will be returned. We aim to return regular (non assessed) language work within one or two weeks. We aim to return assessed language course work within two weeks but it may sometimes take longer, particularly in second and final years where it is marked by more than one person.

Coursework Essays
The School aims to return coursework essays within four weeks of submission (excluding holiday and closed periods). Please be aware that because of moderation by external examiners, this period may sometimes be longer. Proper scrutiny of your work is in your own interests as well as in accordance with the University's guidelines on the examining of undergraduate courses.

If marking can be completed between internal markers and moderated by the External Examiner within a 4 week period, students will receive their feedback and final mark as soon
as possible within this time frame. They may consult with the module leader to discuss their performance when they receive their feedback.

If it is envisaged that the 4 week period will be exceeded, students will be informed. Once the assignment has been marked internally by the first and second marker, students will receive the cover sheet with comments and ticks in relevant boxes on the criteria grid, but not the mark awarded at this stage since it will still be subject to external scrutiny. This will enable you to have formative feedback to help you with subsequent assignments in that subject area (or another one). In such cases, the final mark will be returned once confirmed via the External Examiner.

Examinations

Modules are assessed either on a continuous basis, or by written examination, or by a combination of both. Further information is provided in the subject-specific handbooks available for each language on the School website. Written examinations are held in January for Semester 1 and May/June for Semester 2. Former exam papers may be consulted in the Library or via course tutors. Some may be used as practice materials in class. The University has a system of anonymous marking for written examinations. Candidate numbers are issued to first-year students upon arrival. You will retain the same candidate number for the duration of your course, so please do not lose it!

It is a general University requirement that, in order to be credited with the modules applying to any one semester, you have to pass them all with a mark of 35% or above in content (background) modules and a mark of 40% or above in language modules (core subjects for all School of Modern Languages students) and have a credit-weighted average mark of 40% or above. You have to meet these criteria in order to progress from one year of the degree to the next.

Resits: Resit examinations are held each year, normally in the first complete week in September, and the deadline for resubmission of failed coursework falls at the same time. However, some examinations are held at the end of August to fit in with Summer School arrangements. **You should bear this in mind when making any holiday arrangements:** holidays are not a legitimate reason for missing any resits you may have to take. Students who fail written assignments during the year (or hand them in too late for assessment) should also note that they will be given a different title or theme for resubmission and/or may be required to sit an examination even if the module is normally assessed by coursework alone. Marks for modules failed at the first attempt but passed in September are returned as **40% for language modules and 35-40% for content modules** unless there are mitigating circumstances involved.

Decisions about resits are taken formally not by the School of Modern Languages, but by the College of Arts, Humanities and Law. You may assume, however, that, unless you have received a warning, you will normally be granted a September resit for any module you may have failed. If you consider that your performance might have been affected by medical or other factors, you should inform your personal tutor without delay: written documentary evidence is normally required.

Results: We aim to publish the results for first-semester modules in each subject by the end of February and for second-semester modules by the end of June. However, a student’s complete end-of-year result is often not known until all the marks are in and the whole performance has been considered by the relevant Board of Examiners and by the College of Arts, Humanities and Law, which does not meet until mid-July. Individual marks may, therefore, not be available until that stage and will be communicated to students via the
transcripts issued annually by the Registry in September and to returning students at the start of the session.

“Re-marking” of exams

The concept of sending exams back for re-marking is a familiar one from GCSEs and A-Levels, and is a product of a vast number of scripts having to be assessed in a very short time. Re-marking, however, is not a university practice. All assessed work is double-marked internally and, if it contributes to the final degree, it is also moderated by an external examiner appointed by the University. Students may appeal against what they see as procedural irregularities, but they may not appeal against academic judgments properly arrived at. Please therefore do not ask for essays or scripts to be “re-marked”. All students, however, are naturally entitled to ask for feedback, guidance and advice on their work, and staff will be pleased to offer as much help in this direction as they can.

Mitigating circumstances

1. Student responsibilities

It is the responsibility of students to inform the School in advance of any matters (whether of an academic, personal or other nature) which may affect their academic performance by (a) filling out a Mitigating Circumstances form and (b) supplying a personal statement and (c) substantiating written evidence on each occasion when the student considers the circumstances might impact on the outcome of an assessed coursework assignment or examination. Students who have long-standing Mitigating Circumstances for which evidence has already been supplied must still follow steps (a) and (b) on each occasion they consider their performance to have been affected.

2. Procedures to be followed

Where performance in assessed hand-in coursework assignments is concerned, a Mitigating Circumstances form should be collected from the School Office, filled in and returned together with a supporting personal statement and substantiating written evidence, such as a medical certificate, report from a counsellor or welfare officer before the submission deadline for the assignment, normally in January or May. The Head of School considers these applications and the student is informed of the outcome.

Where performance in mid-year or end-of-year written and oral examinations and continuous assessment exercises is concerned, a Mitigating Circumstances form should be filled in and returned to the School Office together with a supporting personal statement and substantiating written evidence (as indicated above for coursework assignments) by Friday 8th June 2012 at the latest. A Mitigating Circumstances Committee, chaired by the Head of School, meets to discuss these submissions prior to the Examination Boards. All evidence submitted by the student is carefully examined by members of the Committee in relation to the outcome of the examination(s) concerned and a collective recommendation is then made.

3. Guidelines on the personal statement to be submitted with Mitigating Circumstances form and substantiating evidence
(a) Describe exactly what the Mitigating Circumstances are.

(b) Detail exactly when the circumstances occurred. It is important to be as accurate as possible with dates and to show how long the problems lasted e.g. if you had an accident include precise details of when it happened and how long it affected you.

(c) Describe as clearly as possible how the circumstances affected your academic performance e.g. did your concentration, attendance and/or motivation suffer. You should not assume that the School would know how your studies have been affected by your situation. If the circumstances were discussed with your Personal Tutor, refer to the dates of your meetings.

(d) If there has been a delay in informing the School, you should outline why you did not tell anyone earlier. For example it could be that you thought your illness would not affect your academic performance but it turns out that it did or that it was too personal to share at the time.

4. Please note the following important points

(a) By submitting substantiating evidence, which may be of a highly personal nature, you are agreeing that it will be seen and assessed by a small group of senior staff who make up the Mitigating Circumstances Committee, including the Head of School. All information submitted will be treated in strict confidence and not disclosed outside the Committee in accordance with University procedure.

(b) Please note that the presentation of medical or other special circumstances evidence does not in itself guarantee that academic concessions will be granted. All cases are considered on their merits in the light of the extent to which the adverse circumstances might reasonably be deemed to have affected a student’s performance or ability to meet deadlines.

(c) In accordance with University regulations, students who have valid mitigating circumstances still have to re-take and pass failed examinations or missed assessments but may be able to achieve the full mark for them, subject to the decision of the Mitigating Circumstances Committee.

(d) Retrospective evidence cannot be considered. The date given above for receipt of evidence should be considered final.

(e) Appeals against degree classification and appeals against termination of course may be disallowed if the appeal is based on mitigating circumstances which the appeals committee believes should have been communicated earlier to the School.
Marking Scheme

The official marking scheme for University examinations is as follows:

<table>
<thead>
<tr>
<th>Mark range</th>
<th>Degree Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% or above</td>
<td>First Class Honours</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Upper Second Class Honours</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Lower Second Class Honours</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>Third Class Honours</td>
</tr>
<tr>
<td>35% - 40%</td>
<td>Pass</td>
</tr>
</tbody>
</table>

How will my degree be calculated?

Three-year degree programmes in the School of Modern Languages

The year weightings for a three-year degree programme are: 40%: 60%

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contribution to overall average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>60%</td>
</tr>
</tbody>
</table>

Stage 1: Calculating the Credit-Weighted Year Average

Every module will contribute to the overall average on the basis of its credit weighting and year of study.

In order to calculate the credit-weighted average for a year, each module mark should be multiplied by its credit value and divided by 120 credits (the number of credits in a year), and the resultant mark contributions should be added together.

<table>
<thead>
<tr>
<th>Credits per module</th>
<th>Calculation</th>
<th>Mark contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>x 10 / 120 =</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>x 20 / 120 =</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>x 40 / 120 =</td>
<td></td>
</tr>
</tbody>
</table>

Sample profile of marks per year of study

<table>
<thead>
<tr>
<th>Example</th>
<th>Credits</th>
<th>Mark</th>
<th>Calculation</th>
<th>Mark contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>10</td>
<td>62</td>
<td>x 10 / 120 =</td>
<td>5.17</td>
</tr>
<tr>
<td>Module 2</td>
<td>10</td>
<td>65</td>
<td>x 10 / 120 =</td>
<td>5.42</td>
</tr>
<tr>
<td>Module 3</td>
<td>10</td>
<td>67</td>
<td>x 10 / 120 =</td>
<td>5.58</td>
</tr>
<tr>
<td>Module 4</td>
<td>10</td>
<td>69</td>
<td>x 10 / 120 =</td>
<td>5.75</td>
</tr>
<tr>
<td>Module 5</td>
<td>20</td>
<td>71</td>
<td>x 20 / 120 =</td>
<td>11.83</td>
</tr>
<tr>
<td>Module 6</td>
<td>20</td>
<td>73</td>
<td>x 20 / 120 =</td>
<td>12.17</td>
</tr>
<tr>
<td>Module 7</td>
<td>20</td>
<td>75</td>
<td>x 20 / 120 =</td>
<td>12.50</td>
</tr>
<tr>
<td>Module 8</td>
<td>20</td>
<td>77</td>
<td>x 20 / 120 =</td>
<td>12.83</td>
</tr>
</tbody>
</table>

Credit-weighted year average = 71.25
Stage 2: Calculating the Overall Weighted Average

In order to calculate the overall average from the year averages, each year average should be multiplied by its percentage weighting within the degree programme and divided by 100, and the resultant mark contributions should be added together:

Sample Year Averages

<table>
<thead>
<tr>
<th></th>
<th>Weighted year average</th>
<th>Mark contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>68.50 (x 40 / 100)</td>
<td>27.40</td>
</tr>
<tr>
<td>Year 3</td>
<td>71.25 (x 60 / 100)</td>
<td>42.75</td>
</tr>
</tbody>
</table>

Overall weighted average = 70.15

Stage 3: Calculating the degree classification (three-year degrees)

This scheme of assessment applies to students who entered their second year BEFORE the 2010/11 academic year

First

Modules to the value of at least 120 credits at 70% or better, a weighted average mark greater than or equal to 65%, and failed modules worth less than 40 credits.

Or Weighted average mark greater than or equal to 70%

2.1

Modules to the value of at least 120 credits at 60% or better, a weighted average mark greater than or equal to 55%, and failed modules worth less than 40 credits.

Or Weighted average mark greater than or equal to 60%
[Or: Modules to the value of at least 120 credits at 70% or better, a weighted average mark greater than or equal to 65% and failed modules to the value of 40 or 45 credits.
[Dropped class from 1st because of failure.]]

2.2

Modules to the value of at least 120 credits at 50% or better, a weighted average mark greater than or equal to 45%, and failed modules worth less than 40 credits.

Or Weighted average mark greater than or equal to 50%
[Or: Modules to the value of at least 120 credits at 60% or better, a weighted average mark greater than or equal to 55%, and failed modules to the value of 40 or 45 credits.
[Dropped class from 2.1 because of failures.]
Third
Weighted average mark greater than or equal to 40%

[Or: Modules to the value of at least 120 credits at 50% or better, a weighted average mark greater than or equal to 45%, and failed modules to the value of 40 or 45 credits.

*Dropped class from 2.2 because of failures.*]

Pass
Weighted average mark greater than or equal to 35%

**Pass/Fail threshold for the programme** [At first attempt an overall failure entails a re-sit; at second attempt it entails a course termination.]

Students who fail modules to the value of 45 credits or less may be considered for the award of a degree under the rules above, unless they are language modules which must be passed at 40 or above, in which case the student will fail the programme.

Students who fail modules to the value of 50 credits or more, or have a weighted average mark of less than 35%, will fail the programme.

**Borderline cases**
External examiners will be involved in the consideration of borderline cases, and of those just below the borderline with special/mitigating circumstances. Candidates will be considered for promotion to the next higher degree class under the following borderline rules:

**First**
Modules to the value of at least 120 credits at 68% or better, including modules to the value of at least 90 credits at 70% or better, a weighted average mark greater than or equal to 65%, and failed modules worth less than 40 credits.

**2.1**
Modules to the value of at least 120 credits at 58% or better, including modules to the value of at least 90 credits at 60% or better, a weighted average mark greater than or equal to 55%, and failed modules worth less than 40 credits

**2.2**
Modules to the value of at least 120 credits at 48% or better, including modules to the value of at least 90 credits at 50% or better, a weighted average mark greater than or equal to 45%, and failed modules worth less than 40 credits

This scheme of assessment applies to all new students from the academic year 2010/11 onwards and to all students who entered their second year in 2010/11

**First**
Modules to the value of at least 120 credits at 70% or better, a weighted average mark greater than or equal to 67%, and failed modules worth less than 40 credits.
Or  Weighted average mark greater than or equal to 70%

2.1
Modules to the value of at least 120 credits at 60% or better, a weighted average mark greater than or equal to 57%, and failed modules worth less than 40 credits.

Or  Weighted average mark greater than or equal to 60%

[Or: Modules to the value of at least 120 credits at 70% or better, a weighted average mark greater than or equal to 67% and failed modules to the value of 40 or 45 credits.
[Dropped class from 1st because of failure.]

2.2
Modules to the value of at least 120 credits at 50% or better, a weighted average mark greater than or equal to 47%, and failed modules worth less than 40 credits.

Or  Weighted average mark greater than or equal to 50%

[Or: Modules to the value of at least 120 credits at 60% or better, a weighted average mark greater than or equal to 57%, and failed modules to the value of 40 or 45 credits.
[Dropped class from 2.1 because of failures.]

Third
Weighted average mark greater than or equal to 40%

[Or: Modules to the value of at least 120 credits at 50% or better, a weighted average mark greater than or equal to 47%, and failed modules to the value of 40 or 45 credits.
[Dropped class from 2.2 because of failures.]

Pass
Weighted average mark greater than or equal to 35%

Pass/Fail threshold for the programme [At first attempt an overall failure entails a re-sit; at second attempt it entails a course termination.]

Students who fail modules to the value of 45 credits or less may be considered for the award of a degree under the rules above, unless they are language modules which must be passed at 40 or above, in which case the student will fail the programme.

Students who fail modules to the value of 50 credits or more, or have a weighted average mark of less than 35%, will fail the programme.
Borderline cases

External examiners will be involved in the consideration of borderline cases, and of those just below the borderline with special/mitigating circumstances. Candidates will be considered for promotion to the next higher degree class under the following borderline rules:

First

Modules to the value of at least 120 credits at 68% or better, including modules to the value of at least 90 credits at 70% or better, a weighted average mark greater than or equal to 67%, and failed modules worth less than 40 credits.

2.1

Modules to the value of at least 120 credits at 58% or better, including modules to the value of at least 90 credits at 60% or better, a weighted average mark greater than or equal to 57%, and failed modules worth less than 40 credits.

2.2

Modules to the value of at least 120 credits at 48% or better, including modules to the value of at least 90 credits at 50% or better, a weighted average mark greater than or equal to 47%, and failed modules worth less than 40 credits.

How will my degree be calculated?

Four-year degree programmes in the School of Modern Languages

The year weightings for a four-year degree programme are: 20%: 30%: 50%

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contribution to overall average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>50%</td>
</tr>
</tbody>
</table>

Stage 1: Calculating the Credit-Weighted Year Average

Every module will contribute to the overall average on the basis of its credit weighting and year of study.

In order to calculate the credit-weighted average for a year, each module mark should be multiplied by its credit value and divided by 120 credits (the number of credits in a year), and the resultant mark contributions should be added together.

<table>
<thead>
<tr>
<th>Credits per module</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>x 10 / 120</td>
</tr>
<tr>
<td>20</td>
<td>x 20 / 120</td>
</tr>
<tr>
<td>40</td>
<td>x 40 / 120</td>
</tr>
</tbody>
</table>

Sample profile of marks per year of study
### Example

<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Mark</th>
<th>Calculation</th>
<th>Mark contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>10</td>
<td>62</td>
<td>x 10 / 120=</td>
<td>5.17</td>
</tr>
<tr>
<td>Module 2</td>
<td>10</td>
<td>65</td>
<td>x 10 / 120=</td>
<td>5.42</td>
</tr>
<tr>
<td>Module 3</td>
<td>10</td>
<td>67</td>
<td>x 10 / 120=</td>
<td>5.58</td>
</tr>
<tr>
<td>Module 4</td>
<td>10</td>
<td>69</td>
<td>x 10 / 120=</td>
<td>5.75</td>
</tr>
<tr>
<td>Module 5</td>
<td>20</td>
<td>71</td>
<td>x 20 / 120=</td>
<td>11.83</td>
</tr>
<tr>
<td>Module 6</td>
<td>20</td>
<td>73</td>
<td>x 20 / 120=</td>
<td>12.17</td>
</tr>
<tr>
<td>Module 7</td>
<td>20</td>
<td>75</td>
<td>x 20 / 120=</td>
<td>12.50</td>
</tr>
<tr>
<td>Module 8</td>
<td>20</td>
<td>77</td>
<td>x 20 / 120=</td>
<td>12.83</td>
</tr>
</tbody>
</table>

Credit-weighted year average = 71.25

---

### Stage 2: Calculating the Overall Weighted Average

In order to calculate the overall average from the year averages, each year average should be multiplied by its percentage weighting within the degree programme and divided by 100, and the resultant mark contributions should be added together:

**Sample Year Averages**

<table>
<thead>
<tr>
<th>Year</th>
<th>Weighted year average</th>
<th>Mark contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>62.01 (x 20 / 100)</td>
<td>12.40</td>
</tr>
<tr>
<td>Year 3</td>
<td>71.25 (x 30 / 100)</td>
<td>21.38</td>
</tr>
<tr>
<td>Year 4</td>
<td>74.20 (x 50 / 100)</td>
<td>37.10</td>
</tr>
</tbody>
</table>

Overall weighted average = 70.88

---

### Stage 3: Calculating the degree classification (four-year degrees)

This scheme of assessment applies to students who entered their second year BEFORE the 2010/11 academic year

**First**

Modules to the value of at least 180 credits at 70% or better, a weighted average mark greater than or equal to 65%, and failed modules worth less than 40 credits.

Or  
Weighted average mark greater than or equal to 70%

**2.1**

Modules to the value of at least 180 credits at 60% or better, a weighted average mark greater than or equal to 55%, and failed modules worth less than 40 credits.

Or  
Weighted average mark greater than or equal to 60%

[Or: Modules to the value of at least 180 credits at 70% or better, a weighted average mark greater than or equal to 65% and failed modules to the value of 40 or 45 credits.]

[Dropped class from 1st because of failures.]
2.2 Modules to the value of at least 180 credits at 50% or better, a weighted average mark greater than or equal to 45%, and failed modules worth less than 40 credits.

Or Weighted average mark greater than or equal to 50%

[Or: Modules to the value of at least 180 credits at 60% or better, a weighted average mark greater than or equal to 55%, and failed modules to the value of 40 to 45 credits.

[Dropped class from 2.1 because of failures.]

Third Weighted average mark greater than or equal to 40%

[Or: Modules to the value of at least 180 credits at 50% or better, a weighted average mark greater than or equal to 45%, and failed modules to the value of 40 to 45 credits.

[Dropped class from 2.2 because of failures.]

Pass Weighted average mark greater than or equal to 35%

Pass/Fail threshold for the programme [At first attempt an overall failure entails a re-sit; at second attempt it entails a course termination.]

Students who fail modules to the value of 45 credits or less may be considered for the award of a degree under the rules above, unless they are language modules which must be passed at 40 or above, in which case the student will fail the programme.

Students who fail modules to the value of 50 credits or more, or have a weighted average mark of less than 35%, will fail the programme.

Borderline cases
External examiners will be involved in the consideration of borderline cases, and of those just below the borderline with special/mitigating circumstances. Candidates will be considered for promotion to the next higher degree class under the following borderline rules:

First Modules to the value of at least 180 credits at 68% or better, including modules to the value of at least 150 credits at 70% or better, a weighted average mark greater than or equal to 65%, and failed modules worth less than 40 credits.

2.1 Modules to the value of at least 180 credits at 58% or better, including modules to the value of at least 150 credits at 60% or better, a weighted average mark greater than or equal to 55%, and failed modules worth less than 40 credits
2.2 Modules to the value of at least 180 credits at 48% or better, including modules to the value of at least 150 credits at 50% or better, a weighted average mark greater than or equal to 45%, and failed modules worth less than 40 credits

This scheme of assessment applies to all new students from the academic year 2010/11 onwards and to all students who entered their second year in 2010/11

First
Modules to the value of at least 180 credits at 70% or better, a weighted average mark greater than or equal to 67%, and failed modules worth less than 40 credits.

Or
Weighted average mark greater than or equal to 70%

2.1 Modules to the value of at least 180 credits at 60% or better, a weighted average mark greater than or equal to 57%, and failed modules worth less than 40 credits.

Or
Weighted average mark greater than or equal to 60%

[Or: Modules to the value of at least 180 credits at 70% or better, a weighted average mark greater than or equal to 67% and failed modules to the value of 40 or 45 credits.
[Dropped class from 1st because of failures.]

2.2 Modules to the value of at least 180 credits at 50% or better, a weighted average mark greater than or equal to 47%, and failed modules worth less than 40 credits.

Or
Weighted average mark greater than or equal to 50%

[Or: Modules to the value of at least 180 credits at 60% or better, a weighted average mark greater than or equal to 57%, and failed modules to the value of 40 to 45 credits.
[Dropped class from 2.1 because of failures.]

Third
Weighted average mark greater than or equal to 40%

[Or: Modules to the value of at least 180 credits at 50% or better, a weighted average mark greater than or equal to 47%, and failed modules to the value of 40 to 45 credits.
[Dropped class from 2.2 because of failures.]

Pass
Weighted average mark greater than or equal to 35%

Pass/Fail threshold for the programme [At first attempt an overall failure entails a re-sit; at second attempt it entails a course termination.]
Students who fail modules to the value of 45 credits or less may be considered for the award of a degree under the rules above, unless they are language modules which must be passed at 40 or above, in which case the student will fail the programme.

Students who fail modules to the value of 50 credits or more, or have a weighted average mark of less than 35%, will fail the programme.

Borderline cases
External examiners will be involved in the consideration of borderline cases, and of those just below the borderline with special/mitigating circumstances. Candidates will be considered for promotion to the next higher degree class under the following borderline rules:

First
Modules to the value of at least 180 credits at 68% or better, including modules to the value of at least 150 credits at 70% or better, a weighted average mark greater than or equal to 67%, and failed modules worth less than 40 credits.

2.1 Modules to the value of at least 180 credits at 58% or better, including modules to the value of at least 150 credits at 60% or better, a weighted average mark greater than or equal to 57%, and failed modules worth less than 40 credits

2.2 Modules to the value of at least 180 credits at 48% or better, including modules to the value of at least 150 credits at 50% or better, a weighted average mark greater than or equal to 47%, and failed modules worth less than 40 credits

Plagiarism/Academic Dishonesty

As you read through University Regulations, you will note that there is a specific regulation about academic honesty. This describes the penalties which apply when students cheat in written examinations or present someone else’s material for assessment as if it were their own (this is called plagiarism). Very few students indeed commit such offences, but the University believes that it is important that all students understand why academic honesty is a matter of such concern to the University, and why such severe penalties are imposed.

Universities are places of learning in two senses. For students on taught courses, learning takes place through listening and talking to academic staff, discussion with peers, reading primary and secondary texts, researching topics for dissertations and project work, undertaking scientific experiments under supervision and so on. For Ph.D. students and academic staff, learning takes the form of original research, where the outcome will be a contribution to the sum of human knowledge. At whatever level this learning takes place, however, a common factor is the search for truth, and this is why an over-riding concern for
intellectual honesty pervades all the University's activities, including the means by which it assesses students’ abilities.

Throughout your time at the University you will legitimately gather information from many sources, but when you present yourself for any examination or assessment, you are asking the markers to judge what you have made as an individual of the studies you have undertaken. This judgement will then be carried forward into the outside world as a means of telling future employers, other universities, financial sponsors, and others who have an interest in your capabilities that you have undertaken the academic work required of you by course regulations, that you are capable of performing at a certain intellectual level, and that you have the skills and attributes consistent with your range of marks and the level of your award. If you use dishonest means with the aim of presenting a better academic picture of yourself than you deserve, you are engaging in a falsehood which may have the severest repercussions. If you are discovered, which is the most likely outcome, the penalties are severe. If by some chance you are not discovered, you will spend the rest of your life failing to measure up to the academic promise indicated by your degree results and other people’s expectations of your abilities.

**Cheating in written examinations**

The University assumes that students know without being told that this is dishonest, and it therefore applies strict penalties in all written examinations at all levels. Any student found copying from another student, talking in an examination, or in possession of unauthorised material, is reported by the invigilator to the Examinations Officer, who refers the matter to the Registrar. The standard penalty is for a mark of zero to be given to the module concerned, but in some circumstances, particularly in the case of a repeat offence, the penalty could be permanent exclusion from the University. The risks associated with cheating are enormous. The simple advice is: Don’t do it.

**Collaboration**

Many modules offer students the opportunity to work together in pairs or teams. Care should be taken to read departmental guidelines on how such modules are to be assessed.

If a joint or collaborative report is requested, the team can work together right up to the point of submission. In such circumstances, individuals may be asked to indicate the sections of the report they contributed to, or the assessment may be of the group itself, or there may be an additional form of assessment, such as presentation session, which allows for individualised grading. A more common arrangement is where the collaborative investigation of a topic is followed by the submission of a report from each team member, where each report is independently produced. Similarly, work undertaken on computers or at the laboratory bench may be jointly undertaken with other students, but the outcome for assessment purposes is still meant to reveal the intellectual abilities of the individual students, and therefore has to be prepared by that student without the assistance of others. If you do not understand what is required of you, ask the module convenor or another academic tutor, or your personal tutor. Do not guess.
**Plagiarism**

Plagiarism is to take the work of another person and use it as if it were one’s own in such a way as to mislead the reader. Whole pieces of work can be plagiarised (for example, if a student put his or her name on another student’s essay), or part pieces, where chapters or extracts may be lifted from other sources, including the Internet, without acknowledgement. Sometimes plagiarism happens inadvertently, where students fail to read instructions about or do not understand the rules governing the presentation of work which require sources to be acknowledged. In such cases, the problem is usually identified very early in the course and can be put right through discussion with academic tutors. Deliberate attempts to mislead the examiners, however, are regarded as cheating and are treated very severely by boards of examiners. Any plagiarism in assessments which contribute to the final degree class are likely to lead, at the very least, to the down-grading of the degree class by one division or at Master’s degree level to a down-grading of the award to Diploma level. In the worst cases, expulsion from the University is a possibility.

The severity of the penalties imposed for plagiarism stems from the University’s view that learning is a search for truth and that falsehood and deception have no place in this search. The emphasis placed on avoiding plagiarism sometimes worries students, who believe that they will find it impossible to avoid using someone else’s thoughts when they spend all their time reading critical works, commentaries and other secondary sources and are required to show in their work that they have studied such material. Sometimes problems arise from poor working practices, where students muddle up their own notes with extracts or notes taken from published sources. In the light of all that has been said above, the question you should ask yourself about any piece of academic work are ‘Will the marker be able to distinguish between my own ideas and those I have obtained from others?’ What markers fundamentally want to see is that students have read widely round the subject, that the sources used have been acknowledged, and that the conclusions which arise from the study are the student’s own.

The University has issued a code of practice on plagiarism to departments which includes guidance on the best ways of assisting students in the early part of their studies. This is in order to instil in them the sort of good learning habits which will help to guard against the dangers of academic dishonesty.

If you are in any doubt about what constitutes good practice, read through departmental guidelines carefully and then if necessary ask your personal or academic tutors for further advice. Check the Careers Service website for guidance on how to avoid plagiarism (http://www2.le.ac.uk/offices/ssds/sd/id/resources/study/avoiding-plagiarism) or make an appointment for individual advice.

There have so far been only a few cases of plagiarism in the School of Modern Languages, but you should be aware that on each occasion severe penalties have been applied. Please also pay careful attention to the advice given in the subject-specific information for each language. Students will be introduced to issues around plagiarism in the Core Skills for Language Learners module, which includes exercises to help them to grasp what is and is not plagiarism. The School makes use of Turnitin, the JISC Plagiarism Detection Service. We advise students to consult the on-line JISC Advisory Service, which contains a wealth of information and guidance on avoiding plagiarism (http://www.jiscpas.ac.uk/).
Here is the University’s Regulation on Plagiarism

The University’s primary functions of teaching and research involve a search for knowledge and the truthful recording of the findings of that search. Any action knowingly taken by a student which involves misrepresentation of the truth is an offence which the University believes should merit the application of very severe penalties. Offences in this category include, but are not confined to, cheating in written examinations, copying work from another person, making work available to another person for copying, copying from published authorities, including the Internet, without acknowledgement, pretending ownership of another’s ideas, and falsifying results. Any student who knowingly allows any of his or her academic work to be acquired by another person for presentation as if it were that person’s own work is party to plagiarism.

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings as one’s own. Plagiarism can occur not only in essays and dissertations, but also in scientific experimentation, diagrams, maps, fieldwork, computer programmes, and all other forms of study where students are expected to work independently and produce original material.

Where plagiarism is identified, departments are authorised to apply through the relevant Board of Examiners the following penalties:

**Undergraduate students**

First offence: Failure of the module, resit allowed, severe written warning

Second and third offences: A mark of 0 for the module. Resubmission required for the purposes of progression

Possible downgrading of degree class if the offences are for modules which contribute to the final classification, and if the normal application of the standard scheme of assessment incorporating marks of 0 does not automatically lead to a downgrading. In applying this penalty, Boards of Examiners will have due regard to the significance of the plagiarised work in the overall scheme of assessment.

Fourth offence or multiple* Termination of course
simultaneous offences after the second offence:

[*In this context ‘multiple’ means plagiarism in more than one separate module and plagiarism applying to double modules of 30 or 40 credits].

All programmes:

<table>
<thead>
<tr>
<th>Plagiarism in the dissertation</th>
<th>Failure with downgrading to Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>with a previous offence:</td>
<td>Termination of course</td>
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</tbody>
</table>

It should be noted that in cases of very serious plagiarism, even where this is a ‘first offence’, then it is appropriate to utilise the more severe penalties straight away. For example, at undergraduate level, in a case of the submission of an entire piece of work written by another it would be appropriate to award a mark of zero. Where this piece of work is part of an assessment that counts towards the degree classification then down-grading of the degree class, if not occurring automatically, should be considered.

The appeals procedures for students whose registrations are terminated because of plagiarism will be as for termination on the grounds of failure.

Marks of 0 awarded in respect of plagiarism are recorded on the student’s University transcript and in departmental records, and the offence may be reported to any relevant professional body.

Where a student is found to have been cheating in written examinations or falsifying results, the case will be referred to the Academic Registrar and considered under the Code of Student Discipline.
Residence Abroad

A period of residence abroad forms an integral part of any degree in Modern Languages. Virtually all of our students spend a year abroad between the second and final years of their course. Students on the three-year Modern Language Studies degree and Combined Studies students reading a language for three years must spend a minimum of three weeks abroad in the country or countries whose language(s) they are studying, normally during the long vacation following the second year of their course. The University’s Vacation Awards Board provides grants covering up to 75% of the travel and subsistence for these short visits. Watch out for details if this applies to you!

The Year Abroad is a wonderful opportunity and for many students it forms the highlight of their degree. That is not to say that the experience is always wholeheartedly positive: it takes a certain amount of preparation and degree of a willingness to embrace the opportunity wholeheartedly, in order to gain maximum benefit from the Year. You will be invited to regular meetings throughout your second year, at which you will be given advice on how to prepare for the Year, and you will have the opportunity to meet finalists who have only just come back from their own Years Abroad. The Year Abroad notice board is located on the 11th floor – keep a close eye on it for details of forthcoming meetings.

Summer Schools

Heavily subsidised summer schools are available to all students in the School during the vacation between Year 1 and Year 2, and are an excellent way to improve language skills. Summer schools are in Massa Marittima (Italy), Santiago de Compostela (Spain), Montpellier (France) and last approximately three weeks. The University regulation about summer schools reads as follows:

Students studying a modern language for more than one year are required to attend a three week language summer school, organised by the School of Modern Languages, in the country in which that language is spoken. Students taking more than one language must attend one summer school and may optionally attend others if self funded and if places are available.

Assistantships in schools

Assistantships are normally for the full academic year and are therefore particularly suited to students specialising in only one language in their final year. However, Assistantships are now increasingly available for half a year. Assistantships are administered through the British Council in London. Application forms will be distributed to you in November of your second year and must be returned to the School Office by the stated date, so that the departmental section can be completed and the forms sent to London by early December. This option is not open to students studying on the Modern Languages and English degrees.
University study

Splitting the year between universities in two different countries is particularly recommended for students taking two languages in their final year. We have ERASMUS exchange agreements or other close links with a wide range of European universities. These include Besançon, Le Mans, Lyon, Paris 3 Sorbonne-Nouvelle; Paris 7 Diderot, Pau, Bordeaux, Avignon (France); Louvain La Neuve, Liège (Belgium); Geneva (Switzerland); Gießen, Heidelberg, Regensburg, Tübingen, Jena (Germany); Padua, Pavia, Pisa, Turin, Bologna, Salerno, Chieti-Pescara, Verona (Italy); Zaragoza, Santiago de Compostela, Valladolid, Salamanca, Granada, Valencia, Barcelona; Seville; Cáceres (Spain). The university also has a link with Universidad de las Americas in Puebla, Benemérita Universidad de Puebla, UNAM, Mexico City (Mexico); and Universidad del Rosario, Bogotá (Colombia). Students on the European Studies degree also have the possibility of spending half the year in Eastern Europe at the University of Pecs in Hungary.

Work/Study programmes abroad

Students may choose to make their own arrangements for studying/employment abroad, subject to School approval.

The Year Abroad Coordinator for the School is Dr Rabah Aissaoui. More details about the year abroad will be given to you at the start of your second year.

Assessment of the Year Abroad

The Year Abroad is a key element of the overall degree. For student registered within the School of Modern Languages (except for those on degrees with English), it carries a 30% weighting of your whole BA degree. 10% of this mark derives from work/study undertaken during the Year Abroad (details below). The other 20% derives from your linguistic performance in the final year which reflects the skills you have acquired during the Year Abroad. For students studying on the Modern Languages and English degrees, 15% of your Year Abroad derives from the French, Italian or Spanish side of your degree (5% study abroad modules and 10% linguistic performance in the final year) and 15% from the English side (study abroad modules).

For students spending the whole year on a work placement or a year-long British Council Assistantship, the Year Abroad mark will be based on a detailed report on their work experience.

For students spending one semester on a work placement or a semester long Comenius or British Council Assistantship, and the other an Erasmus study placement, the assessment will be based on a work placement report in one semester, and on marks for ECTS credit-bearing modules in the other semester. If you study you are also required to prepare a learning dossier, containing lecture notes, course handouts, and other information about your programme of study.

Word-length of the Work Placement or Assistantship report:
Students on a university placement are expected to take approved courses and complete a total of 30 ECTS credits per semester.
Year Abroad performance will be calculated on the mathematical average of EITHER (a) the best 15 ECTS credit module marks (out of a total of 30 studied per semester) OR (b) the best 30 ECTS credit module marks (out of a total of 60 studied per semester). Discrepancies arising out of local circumstances will be dealt with on a case by case basis, and may result in the learning dossier being taken as evidence of potential marks.

Marks obtained at partner institutions are converted onto the Leicester scale using the School of Modern Languages Conversion Table.

**Student Support and Guidance**

All first-year students should have received a copy of the summary of services offered by the Student Support and Development Service (SSDS) and other service providers can be found in the SSDS leaflet *Making Connections* and further details of SSDS services in this section. The following paragraphs are intended to give all students an indication of where to turn to if you have any problems or difficulties.

**Personal Tutors and PDP**

All students in the University are assigned to a personal tutor, normally a member of the academic staff from a department in which they are studying. Arrangements for the School of Modern Languages will be published early in the Autumn Term. The purpose of the personal tutor system is to ensure that you have immediate access to a member of staff, should you ever need help or advice on any matter, academic or personal, which may be affecting your performance as a student. Personal tutors will normally invite their tutees to come and see them during the first weeks of semester 1 in order to get acquainted, and you should keep in touch thereafter and meet as and when necessary. Your personal tutor will also work through the Personal Development Plan (PDP) process with you. Personal Development Planning (PDP) is a structured and supported process designed to give students the opportunity to reflect on their progress and plan for their future development. In doing so, it is hoped that PDP will better enable students to improve and enhance both their academic performance and their prospects for professional and career success after graduation.

If ever you find yourself in difficulties, the worst thing you can do is simply avoid contact. Instead, you should consult your personal tutor as soon as possible: you will find us sympathetic to your problems, we can sometimes arrange for work to be rescheduled or can put you in touch with the counselling services and other support agencies within the University. All matters discussed with your personal tutor are confidential, and no information will be passed on without your express permission. If you are a European Studies or Joint Studies student, your personal tutor may, of course, not be in the School of Modern Languages.

Sometimes you may prefer to talk to someone other than your personal tutor. The Head of School is always willing to see any student, in complete confidence, about any matter that
concerns them. If you feel that the personal tutor system, for whatever reason, is not working satisfactorily for you, you should not hesitate to speak to your Director of Studies or another member of staff, and alternative arrangements will be made.

**Academic Advice**

Any questions about specific courses are usually best directed to the lecturers or tutors concerned. If in doubt you should always consult the Directors of Studies for each language for advice and assistance on any matters of a subject-specific nature. The School Office is often able to provide more general information or advice on matters relating to your course of study, or will make an appointment for you to see any member of staff.

**Student Support and Development Service (SSDS)**

The SSDS provides development and support service in the following areas

- **Learning and Career Development**
  - Careers service
  - AccessAbility Centre

- **Practical Matters**
  - Student Welfare Service

- **Health and Well-Being**
  - Counselling Service
  - Student Support (Mental Wellbeing)
  - Student Healthy Living Service

**Careers Service**

Whether it’s developing the skills you need to succeed on your course, or in your life beyond university, the Careers Service is here to support and facilitate your academic, professional and personal development.

Visit the Careers Service in the David Wilson Library to access our extensive range of resources: we have over 50 different study guide titles and 20 career development guides, so whether it’s writing better essays or building a CV, instant advice is available to take away. You can also access these resources from our website along with a range of online resources such as interactive study skills tutorials and videos on developing your career prospects.

One-to-one advice is available via study consultations, research consultations, maths help and careers consultations. You can see our advisors face-to-face in the Careers Service or use our website to find out how to access our services remotely. Every term, we have a busy programme of interactive workshops covering a diverse range of topics. Our learning development titles range from avoiding plagiarism to improving your essay writing, to giving effective presentations. Career development titles cover all the essential areas such as CV writing, job searching, application forms and interview skills.
The Careers Service provides lots of opportunities for you to develop your employability skills whilst at University. We maintain strong links with employers and advertise their vacancies and work experience opportunities through JOBSonline (on our website). We have a busy programme of employer-led events, from skills workshops to careers fairs, and we organise numerous opportunities for you to make the most of your time at University. Choose from a wide range of volunteering opportunities, work placement schemes and enterprise activities, or take an accredited programme and gain a Leicester Award in Employability skills.

Research postgraduates are catered for with resources, events and training specific to their needs: from Starting your PhD workshops to University-wide events such as the Annual Festival of Postgraduate Research.

To find out more about how the Careers Service can enhance your success at university and beyond, visit our website.

Contact: Careers Service, Student Development Zone, Second Floor, David Wilson Library
Telephone: 0116 252 5090
Email: sdzhelpdesk@le.ac.uk
Website: www.le.ac.uk/careers

The university embraces employability as being a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations and which benefits themselves, the workforce, the community and the economy.

Ten ways a student can develop their employability:

“Applicants lack the right combination of academic and soft skills” - this is something many employers say about graduates. Ensure that you are not in this category by developing your employability skills:

1. Research and talk through your ideas with an adviser from the Careers Service and with your departmental Careers Tutor.
2. Link what you learn within your modules to how you could use it in the wider world (e.g. specific subject knowledge and skills you use such as problem-solving and team-work).
3. Undertake a work placement or internship after the second year or during vacations and think through what you have gained from the experience.
4. Do some voluntary work. The Careers Service collaborates with the Students’ Union to organise volunteering opportunities, ranging from marketing to counselling www.le.ac.uk/volunteering.
5. Speak to employers about what they expect from you (many employers hold workshops and presentations on campus or attend careers fairs, all arranged by the Careers Service).
6. Get some work experience or work shadow somebody in the type of job or organisation you find interesting. This will help you decide if it’s really for you.
7. Take an active role in Students’ Union activities and within your own department to develop your communication, organisation, interpersonal and related skills.
8. Develop study skills, such as presentation and numeracy skills with help from the Careers Service Learning Development Team. [http://www2.le.ac.uk/offices/ssds/sd/ld](http://www2.le.ac.uk/offices/ssds/sd/ld)

9. Participate in one of the Leicester Award for Employability programmes organised by Student Development.

10. Attend any talks, workshops and careers events organised within your department and the wider University.

Further details are available at: [www.le.ac.uk/careers](http://www.le.ac.uk/careers)

**AccessAbility Centre**

The Centre offers a range of services to all University of Leicester students who have specific learning difficulties, such as dyslexia, disabilities or long-term conditions. Staff offer one-to-one support, assessment of dyslexia, the co-ordination of alternative examination arrangements and assistance with applications for the Disabled Students' Allowance. The open access Centre acts as a resource base for students and staff and is a relaxed place for students to work. Some of its computers have specialised software such as screen enlargement (Zoomtext) and scanning and speech output software (ZoomEx). Essay planning software (Inspiration) and speech output software (Texthelp Read and Write) are on the University wide CFS network. The Centre also has some specialised equipment (CCTV, enlarged keyboard, and chairs) and some for loan (chairs, laptops and digital recorders). Its computers are equipped with specialised software for speech output (essay planning software and basic speech output software are on the University wide CFS network). Low-level photocopying, printing and scanning facilities are also available. The Centre welcomes self-referrals as well as referrals from academic staff.

Contact: AccessAbility Centre, AccessAbility Zone, David Wilson Library.
Tel/minicom: 0116 252 5002,
Fax: 0116 252 5513,
Email: accessible@le.ac.uk,
Website: [http://www.le.ac.uk/accessability/](http://www.le.ac.uk/accessability/)

**Student Welfare Service**

The Student Welfare Centre offers wide ranging support for students. Practical advice and information is available on a wide range of issues.

Financial advice is offered, with information on budgeting and State benefits. Students can apply for hardship grants and loans through the Service; Welfare staff can assist with applications to charities and trusts.

For international students, the Student Welfare Service runs various Welcome programmes throughout the year. Information is provided on specific hardship funds, advice is given on immigration. Students are advised to renew their visas through the scheme provided by Student Welfare. The Service also co-ordinates HOST visits to British families and hospitality visits to local families in Leicester. International students with children may be eligible for help with childcare costs, which are claimed through the Service.
The Student Welfare Service works closely with Residential and Commercial Services in providing pastoral care for students living in University residences. Postgraduate and mature students are invited to apply for Resident Advisor positions; information and application forms are available on the University website. The Service also works closely with the local community to intervene in disputes with neighbours and to improve living conditions for those students who choose private rented accommodation.

A legal advice clinic is held in conjunction with the School of Law.

Contact: Student Welfare Service, 1st Floor Percy Gee Building.
Telephone: 0116 223 1185
Fax: 0116 223 1196
Email: welfare@le.ac.uk
Website: http://www.le.ac.uk/welfare

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**Student Counselling Service**

The Student Counselling Service provides free and confidential services to all students. Students seek out the Service for a variety of reasons, ranging from difficulties with adjusting to University life, or family/relationship concerns, to stress, depression, anxiety or related issues. Counselling services are primarily short-term. While some students see a counsellor just once or twice, others may go and see them regularly over a period of time. Students who are having difficulties are encouraged to talk them through with a counsellor. This can sometimes prevent them turning into major problems - so if in doubt, go and see them!

Contact: Student Counselling Service, 161 Welford Road (behind the Freemen’s Common Health Centre). Office hours 10.00 a.m. to 8.00 p.m., Monday and Thursday, 10.00am to 5.00pm. Tuesday, Wednesday and Friday. Appointments can be made by telephone, email, or call in and speak to a receptionist in person. Telephone 0116 223 1780.
e-mail: counselling@le.ac.uk, web: http://www.le.ac.uk/counselling/

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**Student Support (Mental Wellbeing)**

This discreet and confidential service offers one-to-one support to students managing mental health issues at university. The aim of the service is to assist students to lessen the impact these might have on their studies. If required, the service can co-ordinate a network of support from those available both at the university and in the wider community. It will also, with the students’ permission, liaise on their behalf with their Departments or other parts of the University.

Students are welcome to make contact with the service at any point in their course. Pre-entry contact is also encouraged, from prospective students who wish to discuss any support they may require on course. An appointment to meet with an adviser can be made by telephone, letter or email.

The service also provides advice and information to members of the university community who have general concerns about mental health issues.
Student Healthy Living Service

The Student Healthy Living Service strives to help students enjoy a balanced life; the service helps individuals to identify an approach to life which can improve their wellbeing, enhance study and reach their full potential. The service is committed to the delivery of health and wellbeing activities that support students in developing life skills. As well as supporting academic achievement, these skills are transferable and should prove beneficial through the transition from University to the demands of employment and graduate careers. The Student Health Living Service works closely with the Freemen’s Common Health Centre and also provides direction to appropriate health care services. More information can be found on the Healthy Living Service website.

Contact: The Student Healthy Living Service, 161 Welford Road (above Freeman’s Common Health Centre). Telephone 0116 223 1268, e-mail healthyliving@le.ac.uk, web: http://go.le.ac.uk/healthyliving
School Prizes

The School of Modern Languages awards the following annual prizes:

**WEST END MEMORIAL PRIZE**: Best graduate of the year in Modern Languages

**ARTHUR HUMPHREYS MEMORIAL PRIZE**: Outstanding performance in the final undergraduate examinations in the College. **LESLIE SYKES PRIZE**: Best performance in FRENCH

**McWILLIAM PRIZE**: Best final year performance in Italian

**THEODOR STORM PRIZE**: Best graduate of the year in GERMAN (or degree of which a main final-year component is German)

**PRIX DE L’AMBASSADE DE FRANCE (FRENCH EMBASSY PRIZE)**:
1. Best Final Year essay in FRENCH
2. Outstanding performance in FRENCH/contribution to the French department by a first year student.

**PRIX QUÉBEC-LEICESTER (DÉLÉGATION GÉNÉRALE DU QUÉBEC, LONDON)**:
1. Best final year oral performance in French
2. Best performance in modules focusing on diversity issues in final year French modules.

**PRIX WALLONIE BRUXELLES INTERNATIONAL (EMBASSY OF BELGIUM)**:
1. Best second year student in French
2. Best Year Abroad performance in a French-speaking country

**PRIX DE LA FONDATION PRO HELVETIA EN COLLABORATION AVEC L’AMBASSADE DE SUISSE A LONDRES**:

Two sets of three books (the second set to be donated to the library).
1. Best overall performance in final year French language translation by a student studying French as a core component of a degree in Modern Languages
2. Best overall performance in French language modules by a second year student (non French native) studying French as a core component of a degree in Modern Languages
3. Best overall performance in beginner French modules by a first year student studying French as a core component of a degree in Modern Languages

**SWISS COUNCIL FOR THE ARTS BOOK PRIZE**
1. German – the most deserving student reading German
2. Italian – the most deserving student reading Italian

**INSTITUTO CERVANTES PRIZES** (Student of the year awards)
1. *Premio Cervantes*: To be awarded to the student with the highest average mark on the final year of an undergraduate course in which Spanish is a core component.
2. **Premio Hispanidad**: To be awarded to the student with the highest average mark on the first year of an undergraduate course in which Spanish is a core component.

**COLLEGE OF ARTS, HUMANITIES AND LAW PRIZES**: Best second year undergraduate (3 prizes for whole college).

### Insurance of Personal Belongings

The University has third-party insurance, which provides it with indemnity in respect of its legal liability to compensate students who suffer injury, damage to property, etc., where proof of negligence on the part of the University can be established. Students who feel they need insurance cover which would apply in the case of genuine accidents are advised to take out their own policies. There is no cover for personal property, and students are therefore advised to check whether their parents’ or family policies provide adequate protection. If not, private insurance arrangements should be made.

### Lost Property

A lost property service operates from the Security Lodge which is situated on the junction of the driveway which leads to the main entrance of the Fielding Johnson Building, University entrance No. 1.

### Bicycles on Campus

Bicycles may be brought onto the main site but must be placed in the cycle racks provided, and appropriate security measures taken to help to prevent theft and damage.

A Coded Cycle Scheme is run by the Security Office together with the Students’ Union and local Police. It aims to reduce the number of cycle thefts by introducing a number of security measures. Registration is free of charge and an opportunity to purchase an acclaimed cycle lock is available at a very much reduced price for NUS Xtra card holders. For details visit: [http://www.le.ac.uk/estates/facilities_&_services/security/CodedCycleScheme.html](http://www.le.ac.uk/estates/facilities_&_services/security/CodedCycleScheme.html)

### Student Charter

Students are advised to consult the Student Charter, included as an appendix to the University General Regulations received upon registration.

### References

Members of staff will be pleased to provide references for job applications both during your time at the University and after you have graduated, although it is always a courtesy to ask them in advance. It is also helpful to them in writing these if you can compile a brief summary of further information with, for example, details of sporting activities, positions of responsibility, outside interests relevant to the application etc., together with some indication of the nature of the post(s) applied for.
Equal Opportunities Policy

The School of Modern Languages endorses the University’s Equality Scheme and will positively promote equality of opportunity for all current and potential students, staff and its other stakeholders. It will not discriminate on the basis of gender, gender identity, disability, race, ethnic or national origin, age, sexual orientation, socio economic background, religion and belief, political beliefs, family circumstances and trade union membership. The School endorses and executes the University’s Corporate Equality Objectives. It seeks to ensure that all its members are aware of Equal Opportunities issues and have confidence in the School’s ability to identify and adhere to best practice on such issues.

The School of Modern Languages is committed to encouraging inclusive cultures, policies and practices that promote and foster equality and diversity. It will respond to this diversity within the learning environment and in its members’ dealings with each other and with the general public. Students and staff are expected to be aware of appropriate use of non gender-specific language in all course literature, coursework and assessed work, and to be aware of the offence stereotyping can cause.

Any form of direct or indirect discrimination, harassment, bullying or intimidating behaviour is unacceptable within the University community in that it represents a denial of individual rights and opportunity and an attack on the dignity of the individual person. The University regards acts of unlawful discrimination and harassment as a serious disciplinary matter. Students or staff who feel they may have been subject to unfair discrimination or harassment are advised to approach their personal tutor, the Equal Opportunities officer (Emma Staniland), or the Head of School.

Equal Opportunities issues may be raised and discussed at the Student-Staff Committee, at the staff meetings of the four language sections and the ELTU and at plenary sections of the full School Board of Studies.

It is the responsibility of all members of the University to familiarise themselves with the University’s Single Equality Scheme available at: http://www.le.ac.uk/personnel/docs/equaloppspolicy.htm. This may also include attending appropriate training.

Staff-Student Committee

There is a School Staff-Student Committee which deals with the whole range of issues relating to teaching, learning and assessment in undergraduate courses. Student members of the Committee have an important role to play in its work by representing opinions and providing feedback to their constituents. The Committee consists of four members of staff, one for each degree-level language, and twelve student representatives, one for each year in each language. There is also one representative chosen by visiting ERASMUS students. The Head of School may attend in an *ex officio* capacity. Meetings of the Committee are chaired alternately by a staff and a student representative.

Elections to the Committee take place within the first four weeks of the first semester; the Committee normally meets at least twice in each semester. Training for student representatives is provided by the Students’ Union’s Education Unit. Information about the support the Union provides for representatives can be found on the S.U. website at http://www.leicesterstudent.org/pages/support/education/course_reps/
Items for discussion may be channelled through members of the Committee or handed in to Mrs Kerry Moralee in the School Office (ATT 1117). The Committee’s minutes are posted on the 12th floor notice board and the School website and are considered by staff at the first School Meeting after they are available.

### The Education Unit, Students’ Union

The Education Unit (ED) is one of the crucial services that the Students’ Union offers to students. The Unit provides a friendly, impartial and confidential service to help and advise students about the options available to them on a wide range of topics such as academic appeals, changing courses and examinations. If a student wishes to come and talk to us about their personal circumstances or problems they have encountered on their course we will offer guidance about where to go and what to do.

The Education Unit (ED) is based within the redeveloped Students’ Union on the West Wing. Opening hours are weekdays 10.00 a.m. till 4.00 p.m. and you can either pop in or book an appointment in advance by contacting us on the details below. The service is available for all students and you can be assured that the Education Unit (ED) has a policy of treating all casework in the strictest of confidence.

Phone: 0116 223 1132/1228  
E-mail: educationunit@le.ac.uk  
Website: [http://leicesterunion.com/yourunion/ed_the_education_unit](http://leicesterunion.com/yourunion/ed_the_education_unit)

### The University’s Complaints Procedure

The University is committed to providing the highest quality of education possible within the limits imposed by the resources available to it, and it strives to ensure that its students gain maximum benefit from the academic, social and cultural experiences it offers. Where students feel that their legitimate expectations are not being met, or where misunderstandings about the nature of the University’s provision occur, the University expects that problems will be speedily and effectively dealt with at local level. Its complaints mechanism is based on the assumption that staff will at all times deal thoughtfully and sympathetically with students' problems, so as to minimise the extent to which formal procedures need to be followed.

Students are expected to utilise the consultative and organisational arrangements in place at departmental and institutional level (these include heads of department, the personal tutor system, student/staff committees and the Staff/Student Council, the services of the Students' Union's sabbatical officers and its Education Unit, Hall JCR officials, and various user groups). Students are expected to familiarise themselves with the constitution and membership of those bodies which are intended to represent their interests, and for general complaints about academic matters to avail themselves of the opportunities provided for direct feedback on the performance of individuals or in relation to the provision of services (such feedback might include course questionnaires, comment boxes and user surveys).

If matters cannot be resolved informally, students should address any formal complaint in writing to the senior officer responsible for the relevant area of activity. This must be done within three months of the conclusion of any departmental consideration of the complaint.
Senior officers comprise:

The Heads of the Colleges (in relation to academic and other College matters) – in such cases, assistance to the Heads in the consideration of the complaint will be provided by the Heads of College Administration.

The Librarian (in relation to the Library)

The Director of IT Services (in relation to IT Services)

The Director of Residential and Catering Services (in relation to student accommodation, and the University's catering and conference services)

The Registrar and Secretary (in relation to any aspect of the University's administration and the operation of its administrative offices)

The Academic Affairs Officer of the Students' Union (in relation to the Students' Union; a complaint to the Academic Affairs Officer will initiate proceedings under the Union’s own complaints procedure, as set out in the Regulations of the Union).

At this formal stage, the complaint must include full details of the unresolved issue, the attempts made to secure a resolution, and the identification of the desired remedy. The complaint must be accompanied by a complaints form which can be found on CWIS.

http://www.le.ac.uk/academic/registry/AppealsComplaints/ComplaintsForm.doc

The form requires complainants to provide their personal details (name, address, etc), and a short summary of their complaint and the way in which it has been pursued to date, including the names of those to whom their concerns have been addressed to date. The senior officers have the right to refuse to consider complaints where students have made no attempt to find a negotiated solution.

Students must complain on their own behalf; senior officers will not discuss or correspond about such matters with third parties, including family members, other than in the most exceptional circumstances, and then only with the student’s written permission. Anonymous complaints are disallowed. Complaints submitted by e-mail will be accepted by senior officers and will trigger the initiation of formal procedures. Complainants will, however, be contacted by letter and asked to submit a signed complaints form in order to ensure that the submission is genuinely their own.

Senior officers will immediately acknowledge in writing the receipt of any complaint, and will initiate a review by seeking a written report from the head of the department/section/unit against which the complaint is being issued. So far as is practicable the senior officer will respond to the complainant in full within twenty eight days. The complainant will normally, unless there is a significant practical impediment (for example, because the student is overseas or is for some other reason unable to attend the University), be called for interview during the period of investigation.

The University will respect a complainant’s desire for confidentiality unless this impedes the course of the investigation, in which case the complainant will be given the options of pursuing the complaint with a reduced level of confidentiality or accepting the status quo.

This procedure applies to current students (including students whose registration may be temporarily in abeyance). Students who have initiated a complaint but permanently withdrawn from the University before a conclusion has been reached may pursue their concerns up to and including the final appeals procedure. Former students who have not initiated a complaint during their period of registration may not retrospectively utilise the complaints procedure.
Appeals

Appeals against the responses of senior officers to formal complaints must be submitted in writing to the Academic Registrar, Fielding Johnson Building. This must be done within two months of the conclusion of the formal complaint stage. The Academic Registrar will immediately acknowledge the receipt of any such appeal and assign a member of the administrative staff of Student and Academic Services to manage the appeal process. The appeal will be heard by a panel comprising either the Vice-Chancellor or the Senior Pro-Vice-Chancellor (in the Chair) and one other Pro-Vice-Chancellor. Unless the complaint relates to the activities of the Students’ Union, the Academic Affairs Officer, will be invited to attend the appeal as an observer. The panel will interview the student, who may be accompanied by a member of the University of his/her choosing, the senior officer responsible for considering the complaint, and such other parties to the complaint as it feels is necessary, and it will review all the relevant paperwork. The panel is also authorised to request further informal discussion between the parties. So far as is practicable, the appeal process will be conducted, and the outcome announced, within twenty five working days of the receipt of the appeal request, and dates in the University’s calendar of meetings will be set aside to facilitate this. The decision of the appeals panel shall be regarded as final.

At the conclusion of the appeal, the student will be sent a completion of procedures letter and details about the Office of the Independent Adjudicator.

The University reserves the right to refuse to continue with the operation of complaints procedures if the complaint is conducted in a way which is abusive, offensive, defamatory, aggressive or intimidating, or pursued in an unreasonably persistent or vexatious manner. In such cases the final decision rests with the Senior Pro-Vice-Chancellor.

Advice on the operation of the complaints procedure can be obtained from the Academic Registrar, Fielding Johnson Building (tel 0116 2522419), or from the Education Unit, Students’ Union (tel 0116 2231132, e-mail: educationunit@le.ac.uk). The latter can also provide assistance in formulating complaints, and in supporting students throughout the formal stages of the complaints procedure.

Appeals Procedures

An Academic Appeal is a procedure which allows you in certain circumstances to ask for a review of the decision relating to your academic progress or award. Circumstances in which you may submit an appeal include:

- a decision which prevents you from continuing your studies, usually a termination of course
- a decision which requires you to interrupt your studies, for example a re-sit without residence
- you have been transferred to a lower award
- a decision has been taken not to make an award to you and the consequence is that your course will be terminated
- you have been awarded a lower qualification than that for which you registered

You may not appeal if your results are not as good as you hoped or worse than you feel you deserve. Appeals which simply challenge the academic judgement of the examiners are not permitted. The grounds for appeal given in the regulations are summarised below:
• there are circumstances which materially affected your performance, for which supporting evidence exists, which were not known to the Board of Examiners or other academic body at the time its decision was taken and which it was not reasonably practicable for you to make know beforehand

• there were procedural irregularities in the conduct of examination or assessment procedures of such a nature as to create a reasonable possibility that the result may have been different if these had not occurred

• there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners

It is important to note that the regulations on mitigating circumstances require students to notify their departments of any matters which may be relevant to their academic performance, for example, personal or medical circumstances at the time they occur and to supply supporting documentary evidence, such as medical certificates. Unless there were very good reasons why you were unable to notify your department or supply evidence at the time it is likely that an appeal will be disallowed.

If you decide that you have eligible grounds for an appeal you should complete and submit an appeals form with supporting documentary evidence, by the stated deadline. The Appeal Form and further details on the process for conducting an appeal hearing, the composition of the Appeal Panel, communication of appeals outcomes and details of the Office of the Independent Adjudicator are available on the Student and Academic Services website via the following weblink:

http://www.le.ac.uk/academic/registry/studentindex.html

The Education Unit in the Students’ Union is able to provide support and advice to students compiling an appeal.
# Some Dates for Your Diary

## Semester 1 ~ 3 October – 27 January

<table>
<thead>
<tr>
<th>October</th>
<th>Monday 3rd</th>
<th>WEEK 1</th>
<th>Autumn term &amp; 1st semester begin Registration and Induction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday 10th</td>
<td>WEEK 2</td>
<td>Lectures begin for all years</td>
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<tr>
<td></td>
<td>Monday 17th</td>
<td>WEEK 3</td>
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<tr>
<td></td>
<td>Monday 24th</td>
<td>WEEK 4</td>
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<tr>
<td></td>
<td>Monday 31st</td>
<td>WEEK 5</td>
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<tr>
<td>November</td>
<td>Monday 7th</td>
<td>WEEK 6</td>
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<tr>
<td></td>
<td>Monday 14th</td>
<td>WEEK 7</td>
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<tr>
<td></td>
<td>Monday 21st</td>
<td>WEEK 8</td>
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<tr>
<td></td>
<td>Monday 28th</td>
<td>WEEK 9</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Monday 5th</td>
<td>WEEK 10</td>
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<tr>
<td></td>
<td>Monday 12th</td>
<td>WEEK 11</td>
<td>Term ends Friday 16th</td>
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<tr>
<td><strong>CHRISTMAS VACATION</strong> (4 weeks)</td>
<td></td>
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<tr>
<td>January</td>
<td>Monday 16th</td>
<td>WEEK 12</td>
<td>Spring term &amp; exams begin</td>
</tr>
<tr>
<td></td>
<td>Monday 23rd</td>
<td>WEEK 13</td>
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## Semester 2 ~ 30 January – 29 June

<table>
<thead>
<tr>
<th>January</th>
<th>Monday 30th</th>
<th>WEEK 13</th>
<th>2nd semester begins</th>
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<tbody>
<tr>
<td>February</td>
<td>Monday 6th</td>
<td>WEEK 14</td>
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<tr>
<td></td>
<td>Monday 13th</td>
<td>WEEK 15</td>
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<tr>
<td></td>
<td>Monday 20th</td>
<td>WEEK 16</td>
<td></td>
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<tr>
<td></td>
<td>Monday 27th</td>
<td>WEEK 17</td>
<td></td>
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<tr>
<td>March</td>
<td>Monday 5th</td>
<td>WEEK 18</td>
<td></td>
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<tr>
<td></td>
<td>Monday 12th</td>
<td>WEEK 19</td>
<td></td>
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<tr>
<td></td>
<td>Monday 19th</td>
<td>WEEK 20</td>
<td></td>
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<tr>
<td></td>
<td>Monday 26th</td>
<td>WEEK 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monday 28th</td>
<td>WEEK 22</td>
<td>Term ends Friday 30th March</td>
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<tr>
<td><strong>EASTER VACATION</strong> (5 weeks)</td>
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<td>Summer Term Begins/</td>
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<tr>
<td>May</td>
<td>Monday 7th</td>
<td>WEEK 23</td>
<td>Bank Holiday Monday 7th</td>
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<tr>
<td></td>
<td>Monday 14th</td>
<td>WEEK 24</td>
<td>Revision Week</td>
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<td></td>
<td>Monday 21st</td>
<td>WEEK 25</td>
<td>Examination period begins</td>
</tr>
<tr>
<td></td>
<td>Monday 28th</td>
<td>WEEK 26</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Monday 6th</td>
<td>WEEK 27</td>
<td>Bank Holiday 4th &amp; 5th June</td>
</tr>
<tr>
<td></td>
<td>Monday 13th</td>
<td>WEEK 28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monday 4th</td>
<td>WEEK 29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monday 11th</td>
<td>WEEK 30</td>
<td>Term ends Friday 29th June</td>
</tr>
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# SCHOOL OF MODERN LANGUAGES

## WHO TO CONTACT FOR HELP:

<table>
<thead>
<tr>
<th>QUERY ABOUT</th>
<th>PERSON</th>
<th>ROOM / E-MAIL (add “@le.ac.uk”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences/sickness/change of address</td>
<td>Kerry Moralee</td>
<td>1117 km239</td>
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<tr>
<td>Academic problems</td>
<td>Director of Studies in relevant language</td>
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</tr>
<tr>
<td>Careers</td>
<td>Corinne Pelton/Anna Vives</td>
<td>1209 cp57 1102 anna.vives</td>
</tr>
<tr>
<td>Equal opportunities issues</td>
<td>Emma Staniland</td>
<td>1212 els15</td>
</tr>
<tr>
<td>Erasmus (incoming)</td>
<td>Kerry Moralee</td>
<td>1117 km239</td>
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<tr>
<td>Essay/Assessment queries</td>
<td>Office</td>
<td>1113 hc55 1117 km239/al68</td>
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<tr>
<td>Examinations admin</td>
<td>Hilary Casey</td>
<td>1113 hc55</td>
</tr>
<tr>
<td>Module enquiries</td>
<td>Kerry Moralee</td>
<td>1117 km239</td>
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<tr>
<td>PDP</td>
<td>Personal Tutor</td>
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<tr>
<td>Personal problems</td>
<td>Personal Tutor</td>
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<tr>
<td>Postgraduate studies</td>
<td>Kirsten Malmkjær</td>
<td>1214 km240</td>
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<tr>
<td>Student Staff Committee</td>
<td>Lucia Pintado</td>
<td>1101 lg130</td>
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<tr>
<td>Summer school</td>
<td>adviser for relevant language</td>
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</tr>
<tr>
<td>Timetable</td>
<td>Hilary Casey</td>
<td>1113 hc55</td>
</tr>
<tr>
<td>Year Abroad – academic</td>
<td>Rabah Aissaoui</td>
<td>1210 rabah.aissaoui</td>
</tr>
<tr>
<td>Year Abroad –admin</td>
<td>Kerry Moralee (incoming students)/ Hilary Casey (Outgoing students)</td>
<td>1117 km239 1113 hc55</td>
</tr>
<tr>
<td>Other problems/ difficulties contacting someone in the School</td>
<td>Hilary Casey/ Kerry Moralee</td>
<td>1113 hc55 1117 km239</td>
</tr>
</tbody>
</table>
Emergency Evacuation

Evacuation

The procedure for the Attenborough Building is as follows:

• When the siren sounds you must follow the instructions of the person in charge of your class, or proceed to the Library car park.
• The lift and paternoster must not be used.
• Do not re-enter the building until you are told that it is safe to do so.

Fire

In the event of a fire, the following procedure should be adhered to:

• If you discover a fire and no member of staff is immediately available, you must warn anyone in the area and sound the fire alarm without delay.
• The fire alarms are situated by the lifts in the Attenborough Tower and by the stairs in the Seminar Block.
• The fire brigade has to be summoned by calling 888 on an internal phone or 999 on a pay phone.
• Do not put yourself at risk in attempting to extinguish the fire unless you are competent to do so - simply go to the assembly area.

Feedback

We have tried to be as helpful as possible in this handbook. If you have any suggestions for improvements or if you notice any errors or omissions, please leave a note about them with Angela Hullait in the School Office (room 1117).