

# DEPARTMENT OF EUROPEAN LANGUAGES

## DEPARTMENTAL REQUIREMENTS AND INFORMATION

### CONTENTS

| <b>Section</b> | <b>Subject</b>                       | <b>Page</b> |
|----------------|--------------------------------------|-------------|
| 1              | Departmental Communications          | 2           |
| 2              | Attendance at Classes                | 3           |
| 3              | Submission of Work                   | 4           |
| 4              | Assessment of Work                   | 6           |
| 5              | Marking Scheme                       | 8           |
| 6              | The Year Abroad                      | 10          |
| 7              | Plagiarism                           | 10          |
| 8              | Staff Student Consultative Committee | 12          |
| 9              | Important Dates and Deadlines        | 12          |
| 10             | Other sources of Information         | 13          |

# DEPARTMENT OF EUROPEAN LANGUAGES

## **DEPARTMENTAL REQUIREMENTS AND INFORMATION**

Please read this booklet carefully and keep it somewhere accessible for future reference. Your working relationship with departmental staff both academic and administrative is governed by the frameworks outlined here.

The Department and University recognise that you are investing a significant amount of your time and money on your studies here. We offer you access to excellent learning support and facilities to enable you to achieve your potential, but to a large extent your success will depend on what you put into your studies. Key factors in your success will be:

**a) Attendance at classes:** All the evidence points to a clear correlation between good attendance at classes and success in degrees. Relying on Blackboard, your friend's lecture notes or your previous knowledge of the subject will not be enough to get the marks you are capable of.

**b) Submission of coursework:** Late or non-submission of coursework will inevitably result in your losing marks in your modules, in many cases leading to failure or loss of resit opportunities, with knock-on effects for your degree.

## **1 DEPARTMENTAL COMMUNICATIONS**

### **1.1 The General Office**

Rhiannon Evans and Joanne Maltman are our Departmental Secretaries, and Lora Gibson is the Departmental Administrator. As well as being involved in all aspects of departmental business, they are our main link with the central university administration. If you have any queries that cannot be answered in student literature, please call in to D7 (Secretaries) or D9 (Administrator). The D7 office is open from 9.00 to 10.45, and from 14.00 to 16.00, Monday to Friday; office hours for D9 are posted on the door.

If staff need to contact you, we will usually email you. In some circumstances, you may receive correspondence at your term-time address.

All course tutors have available times, telephone extensions and the majority use email regularly. Staff letterboxes in the Foyer are mainly for the handing in of coursework. Messages may be left with the General Office but email is better.

### **1.2 Student Pigeonholes**

These are on D floor, opposite room D9. Please check them frequently for communications both from this and other departments. The pigeonholes are checked periodically and all correspondence stamped with the date. If after three months, an item still remains, it will be opened and may be disposed of. Once you have dealt with any correspondence, please take it with you or dispose of it - do not leave it to cause clutter in pigeonholes.

### **1.3 Personal Tutors**

In accordance with University policy, we operate a system of personal tutors within the Department. The point of the scheme is that you have access to a member of staff who will lend an ear, provide guidance where possible, and inform other staff or specialist agencies if there is anything which may be adversely affecting your performance. The essential point is that if we do not know there is a problem, there is nothing we can do to help. If we do know, there is often quite a lot we can do. You will receive information specifically about the scheme together with notification of who your tutor is and what his/her available times are. A full list of personal tutors and tutees will also be on the notice board in the Department foyer. Please make contact with your tutor at your earliest opportunity.

## **2 ATTENDANCE AT CLASSES**

### **2.1 Attendance**

Attendance at the following classes is **COMPULSORY**:

- all language classes, including conversation classes;
- tutorials and seminars formally timetabled as part of a lecture course;
- tutorials arranged for the return of work.

Students are expected to attend all other relevant classes and lectures regularly.

Full details of courses/modules and the hours involved will be provided by the course/module tutor at the beginning of the session, term or semester, as appropriate. This information is also available on the module database - <http://www.aber.ac.uk/modules>.

### **2.2 Absence and Failure to Submit Work**

Students who fail to attend any class or lecture will be recorded as absent.

A student who misses a compulsory class either through illness or unavoidable absence should inform the course tutor concerned as soon as possible. We regard such notification as an essential courtesy. Students who are absent for seven days or more through illness must submit a medical certificate to the Departmental Secretaries. It is in your interests to notify the Department, usually through your personal tutor, of any medical or personal circumstances which may be adversely affecting your academic work. Please note that Examining Boards, if they are to give medical reasons any special consideration, must receive a certificate or statement from a qualified medical practitioner.

All students in European Languages should be aware of the steps that will be taken by the Department in the event of absence from classes or failure to submit work.

A report is made if:

- absence from two consecutive classes is noted (with explanation or not)
- absence is frequent, even though not consecutive
- assessed work is not submitted

Reports will be monitored. If repeated reports are received and no explanation

to your tutors has been received, an appointment will be made for you to see the Head of Department. If there is still no improvement you will be referred, without further consultation, to the Dean of Faculty. The Dean has the right, under the terms of the Regulation on Academic Progress, to exclude you from the university.

**NB** Failure to attend classes or to submit work usually results in students falling behind which can add considerably to what may (already) be existing stress. There is also a demonstrable effect on end of year marks.  
**IF WE DO NOT KNOW WHAT THE PROBLEM IS, WE ARE NOT IN A POSITION TO HELP.**

### 3 SUBMISSION OF WORK

#### 3.1 Planning

You will be informed by the tutor of the suggested length of essays or other written assignments, whether assessed or not. You should not normally exceed or reduce the length indicated.

You must plan your work so that you submit your work assignments on time. A schedule of deadlines for assessment essays for all courses and modules is included in this booklet. Note that deadlines for the submission of assessed work will often coincide, both within the Department and with other Departments. There are natural points for the submission of assessed essays (for example, when all the set texts have been covered in lectures and seminars), and this means you must plan ahead, and ensure that you do not try to write four essays in one frantic weekend at the end of the term/semester. You are advised to note the deadlines and to work out for yourself exactly when you will fit each piece of work in, making sure that you leave sufficient time for last-minute delays and emergencies, be they personal, social or computer-related. Only by submitting essays at intervals will you derive full benefit from the feedback from your tutors.

Work set for written language will include a number of written assignments and you will also be expected to prepare for other classes. It is wise to set aside a specific period each week for your language assignments. It is essential that you submit work on time (**it will not normally be marked unless you do so**) and that you submit all the exercises required. If you do not do so, then you will inevitably lose marks for this aspect of the module.

#### 3.2 Handing work in

All work must be handed in on or before the date specified by the tutor taking the course. Assessed essays must be deposited in the locked staff letter-boxes outside the Office, not handed to tutors, entrusted to friends for delivery, or pushed under doors under cover of darkness.

#### Penalties for late submission of coursework

1. There are three grades of penalty for late submission of coursework:
  - *minimum*: a deduction of 5 marks per 100 available
  - *standard*: a deduction of 10 marks per 100 available
  - *maximum*: a deduction of 20 marks per 100 available

The deduction is made from the mark awarded for the piece of work concerned, **not** from the overall module mark.

2. The penalties are applied as follows
  - *minimum*: up to 1 working day\* after the submission date
  - *standard*: 2-5 working days\* after the submission date
  - *maximum*: 6-15 working days\* after the submission date

\*understood as days on which the Departmental office is accessible to students

3. There is a *cut-off date* 15 working days after the submission date, after which coursework will only be accepted if there are extenuating circumstances of a sufficiently serious kind. Otherwise a mark of zero will be awarded for the assessment element concerned.
4. There is a *final deadline* (applying to all modules in the Department), beyond which no coursework will be accepted, *even if there are extenuating circumstances*. In all cases this final deadline is the first day of the relevant examination period, i.e. the date of the first examination in semester one or semester two, as applicable. Students who have valid reasons for failure to submit coursework by the final deadline will be eligible for an Honours resit if they fail the module in consequence. It is also open to examining boards to waive assessment elements in particular cases if this is necessary to maintain equitability in the judgement of a student's performance.
5. These penalties do not apply to regular language work assignments, which must normally be handed in by the date specified by the tutor. Work handed in late will not be marked and will thus receive a mark of zero. This arrangement is for practical reasons: language work has to be marked rapidly for (usually) return in the next class.

All requests for extension of a deadline should be made in writing to the member of staff concerned, who will consult the Level One, Two or Three Tutor (as appropriate) before granting an extension. Only in exceptional circumstances, or on production of a medical certificate or similar documentation relating to personal circumstances, will deadlines be extended. Any appeals against the decision reached will be dealt with by the Head of Department. This does not and for practical reasons cannot apply to language work, submitted at least fortnightly and in many cases weekly by all students in the Department. In this case the tutor will adjudicate, but you should assume that work not submitted on time will not be marked.

Assessed essays must be deposited in the locked staff letter-boxes outside the Office by the deadline set. They should not be given to members of staff, nor should delivery (save in exceptional circumstances) be entrusted to third parties. **It is your personal responsibility to ensure that your work is submitted in accordance with instructions given by your tutor.**

### 3.3 Retention of work

Assessed essays are usually returned, for collection by students, to box files kept in the General Office. Weekly language work may be left in the student pigeonholes. You must keep all assessed work once it has been returned to you. In certain cases, External Examiners may wish to see assessed work.

### **3.4 Extended Essay and Dissertation**

The only exceptions to the general arrangements described above are assignments for the Extended Essay modules (EL20500/10, EL30500/10), for the Dissertation Module (EL30100/20), and Year Abroad Dissertations. All of these should be handed in to the Departmental Secretaries and receipts obtained. They will be returned only after marks are confirmed by external examiners and notified to the Academic Office.

## **4 ASSESSMENT OF WORK**

You will be formally assessed by a variety of means during and at the end of each module. The precise form of assessment, and the mix of formative (term-time essays, assignments etc) and summative (which often, though not always, involves, an end of semester examination), will vary according to the nature of the module, and are explained to you in detail on <http://www.aber.ac.uk/en/modules>. If in any doubt, ask your module tutor, who will be happy to clarify anything you are unsure about. In the case of final-year students, assessment includes the marks for dissertations undertaken during the year abroad.

It is important to note that at University, assessment is not only about demonstrating the range and depth of your knowledge. It is also an essential part of the learning process that actively helps you develop and enhance your skills in addressing problems, formulating arguments and communicating often complex ideas clearly and persuasively. These skills are a vital part of your degree programme, and are in great demand in all areas of the world of work. You can find out more about these on <http://www.aber.ac.uk/en/programme-specs/disclaimer>. The feedback you obtain from your tutors on your assessed work will help you improve these skills as you progress through your degree programme.

The Department fully supports the University's policy on the use of Welsh for assessed work. In addition, we accept that students may wish to submit assessed work (for continuous assessment or examination papers) in the target language (e.g., essays on French literature, in French). Such work will be neither penalized nor rewarded on the basis of the language in which it is written, except insofar as all written work is assessed not only for content, but also for the quality and clarity of the argument, and to some extent for its grammatical accuracy, fluency, and style.

### **4.1 Written language and content modules**

The examination component of most modules will consist of one two-hour or one three-hour examination. Continuous assessment is based on class tests and submission of exercises and assignments. For details of assessment methods and percentage distribution between examination and continuous assessment, you should refer to the module database on the web, handouts and other information supplied for each module. The tutor for a particular course or class will normally provide specific details of requirements at the beginning of the module.

### **4.2 Continuous assessment in non-language (content) modules**

Only the better of the two marks will be taken for the continuous assessment element. This is to allow some assessment to be formative as well as (or instead of) summative. If a student fails to submit **one** piece of the two required, and does not supply the tutor concerned with valid reasons/evidence **in writing**, the mark for the one piece of work submitted will be carried forward as a continuous assessment mark, **but divided by two**. If **no** assessed work is submitted, the mark for the continuous assessment element (which will be fed into the overall module assessment) will be zero. This applies to EVERY content module with two continuous assessment essays.

### 4.3 Oral work

Oral language work is assessed by an examination and by continuous assessment. In both components of the assessment, the examiners/tutors will be looking for fluency, grammaticality, accurate pronunciation, and at the content of what you have to say. You are encouraged to make use of the facilities available in the Language Resource Centre to improve, in particular, your pronunciation as well as other elements of oral performance. First and second year oral examinations are usually with members of the teaching staff. Final year oral examinations will involve at least two examiners in all cases, one of whom may be the external examiner for the subject.

### 4.4 Use of dictionaries in class tests

Students should note that only Welsh-English/English-Welsh dictionaries are allowed in class tests. Monolingual dictionaries are only permitted for specific dictionary-based tests.

### 4.5 Assessment through the medium of Welsh

Students who are taking English-medium modules but who wish to be assessed through the medium of Welsh will need to fill in the following form: <http://www.aber.ac.uk/en/media/SEFYLL-ARHOLIADAU--Cymraeg--2010-11.pdf> and return it to the Centre for Welsh Language Services by the date stipulated on the form. None of the modules offered in this Department is a stipulated Welsh-medium module. If a member of staff informs you that you can submit continuous assessment through the medium of Welsh, it does not subsequently mean that exam papers will be automatically translated into Welsh - you will need to make it clear on the form that you also wish to sit the exams in Welsh. Please also note that for reasons of timing (language work is set and marked regularly and staff aim to return it quickly), it will normally not be possible for language assessments during term-time to be taken in Welsh.

### 4.6 Progression

(i) *From Part 1 to Part II*: University regulations govern the progression from Part I to Part II, and what constitutes satisfactory completion of Part I. The Department also has certain requirements of its own. To continue any language into Part II in the Department, you need to pass a minimum of 40 credits in that language. This requires an average of 40% or more across all of the modules (ie, language *and* content) for a given language AND a mark of 40% or more in the language module.

There are two categories of failed module. The first, "R", with marks of 29% or below, is a *compulsory Resit*, i.e. a module which you must pass in order to pass Part I, whether or not you wish to continue with the subject involved. A "C" fail is *Condonable*, i.e. does not prevent you passing Part I as a whole, but you may need to resit (in the case of this Department) if you wish to continue with the language involved.

(ii) *Part II Requirements*: University regulations also govern what constitutes satisfactory completion of Part II. The Department again has certain requirements of its own. For all students entering Part II (i.e., embarking on Year Two) in September 2009 onwards, final-year language modules (FR30130, GE30130, SP30130) will become 'must pass' modules for all Honours schemes involving languages, except in the case 'minor' third language elements in the three-language schemes (SH European Languages, SH Romance Languages). You cannot graduate with a degree in languages without passing this (or these) module(s).

## 5 MARKING SCHEME

### 5.1 Scales and Classifications

All marked work will normally be returned to you with a numerical mark, usually in the form of a percentage. Non-percentage marks (e.g. marks out of 10 or 20) can be arithmetically converted to percentages and the following observations will still apply. Examination papers are 'double-marked' (i.e., marked by two members of staff); the marks are moderated (sampled and checked) by external examiners, who are senior academics from other universities; and problem and borderline cases are always referred to external examiners.

Marking of assessed work and examination papers alike is intended firstly to place work in a bracket corresponding to a degree class, and secondly to define its position within the class allocated. This system is used at all levels. Naturally, what is deemed 'first class' or 'third class' (etc.) in the final year of a degree course will be qualitatively superior to work awarded the same mark at Part I. Classes and percentages are matched as follows:

|                            |               |
|----------------------------|---------------|
| First class                | 70% and above |
| Upper second (II.1 or IIA) | 60%-69%       |
| Lower second (II.2 or IIB) | 50%-59%       |
| Third class                | 40%-49%       |
| Pass degree                | 35%-39%       |
| Fail                       | 34% and below |

Inevitably, exactly what an examiner is looking for will vary from topic to topic, but work falling into a particular class will normally display some or all of the following characteristics. This list is not meant to be a prescriptive marking guide, but an outline of the type of criteria used in assessment.

**First class**: clear, organized, articulate exposition, with outstanding grasp of the material; significant evidence of independent reading, and some evidence of original ideas; in language work, consistent precision and grammatical accuracy (no major flaws or faults); wide range of structures and vocabulary; reads (or sounds) like authentic (i.e., native) language; in oral work, accurate pronunciation

approaching native-speaker competence; good and varied use of idiom; use of appropriate register and capacity to vary register.

**Upper second:** clear, organized, exposition, with good grasp of the material; signs of original reading; evidence of having thoroughly understood and digested the material to the point of being able to redeploy, extrapolate from, and develop it; answers the question set; in language work, consistent grammatical accuracy (not too many major flaws or faults); good range of structures and vocabulary; reads well (or sounds acceptable) without undue clumsiness or (where applicable) interference from the source language; in oral work, accurate pronunciation with reliable phonological distinctions; good use of idiom; use of appropriate register and some capacity to vary register.

**Lower second:** organized exposition, reasonable grasp of the material, evidence of having understood the material; may well be a reasonable answer, but not one which answers the question set; in language work, acceptable level of grammatical accuracy (though probably with major flaws and faults); ability to use structures and vocabulary to convey what is meant, although probably with some clumsiness or (where applicable) interference from the source language; in oral work, acceptable pronunciation, regularly observing major phonological distinctions; ability to use idiom; use of appropriate register.

**Third class:** comprehensible exposition; very basic grasp of the material; some evidence of having understood the material at a fairly elementary level, perhaps with evidence of misunderstandings; in language work, rudimentary level of basic grammatical accuracy (with numerous major flaws and faults); limited ability to use structures and vocabulary to convey what is meant, although with systematic interference from the source language; in oral work, pronunciation comprehensible to a tolerant native, although often with major phonological distinctions neglected; adequate vocabulary; some limited ability to use idiom; ability to communicate at a basic level; failure to use appropriate register.

**Pass:** poor exposition; unreliable and rudimentary grasp of the material; limited evidence of having understood the material, and misunderstandings; in language work, grammatical inaccuracy; poor use of structures and vocabulary; substantial interference from the source language; in oral work, inaccurate pronunciation, with many phonological distinctions neglected; limited vocabulary; weak use of idiom.

**Fail:** work not achieving the standards required for a Pass degree.

Within these classifications, there are of course gradations. Thus (for example) a mark of 52% indicates a low (but secure) lower second class performance, whereas a mark of 58% indicates a high lower second but still firmly within that degree class. The normal marking range used in the Department is from 15% to 85%. Only exceptionally good first-class work will be awarded marks in the higher 70s and beyond; only exceptionally bad (or more often, missing) work will fall below 15%.

The vast majority of students (at least three-quarters) can expect to graduate with a second-class degree of some sort. First-class marks are rare; first-class degrees, because of the need for consistently first-class performance, even more so. Consistent marks of 60+, or marks which produce an average of above 60%, are indicative of very good progress.

And finally, in most if not all cases, students who fall below the level required for a lower second do so because of poor attendance, lack of assessed work (and thus loss of marks: assessed work counts for 30%-40% of the marks for all written modules), and lack of work, not because of lack of ability.

## 5.2 Weighting - the 'cascade system'

The overall class of degree is determined by a weighted average mark over all modules contributing to the honours assessment using the classification described above. In calculating the weighted average mark, the following rules apply:

Marks will be weighted according the credit value of each module, so 20 credit modules have twice the weighting of 10 credit modules.

Marks are arranged in a "cascade" with three bandings:

| <b>Band</b> | <b>Credits</b>  | <b>Weighting</b> |
|-------------|---|------------------|
| 3           | Best 80 level 3 credits   | 3                |
| 2           | Remaining 40 level 3 credits plus best 40 level 2 credits                                   | 2                |
| 1           | Remaining 80 level 2 credits (may occasionally include a limited number of level 1 credits) | 1                |
| S           | Year Abroad Dissertation  | Normally 0.25    |

In determining the degree class, this means that the best level 3 marks are worth one and a half times as much as the best marks at level 2 and three times those of the worst level 2 marks.

## 6 THE YEAR ABROAD

For all information pertaining to the Year Abroad (including guidelines and regulations) please go to the Year Abroad Blackboard site.

## 7 PLAGIARISM

### 7.1 Departmental Guidance

Plagiarism (the attempt to pass off others' work as one's own) will always be treated with severity, and the normal penalty will be a mark of zero. Should there be 'unfair practice' as defined by the University of Wales regulations, more stringent penalties may be applied. Plagiarism is not (as is often thought) simply the use of unattributed quotations, and the concomitant omission of the quotation marks which should be there: it also extends to the misappropriation of others' data, information, argument, ideas, theories or conclusions, without providing an acknowledgement of the source of the material. Inevitably, you will assimilate others' ideas during the course of your work, and inevitably, you will not be the first person to have thought of every last detail of your argument. If in doubt, ask your tutor. In general, the simplest and certainly the safest rule is that if you think there is any danger that you might be accused of plagiarism, you should always

acknowledge your sources. Too much acknowledgement is better than too little. It is vastly preferable to be thought to have leant too heavily on others than to be accused of stealing their work and claiming it for your own. This is an offence in intellectual property law, and it cannot be tolerated in academic work at any level.

These regulations apply with the same force to Year Abroad dissertations as to work done during your residence in Aberystwyth. Departmental policy is to conduct *viva voce* examinations if there are suspicions of plagiarism in work submitted in respect of Year Abroad dissertations.

## **7.2 University statement on plagiarism**

Plagiarism is the act of using someone else's work with an intent to deceive. In academic contexts, the point of the deception is normally to obtain higher marks than you think you would get for your own unaided efforts. There are several ways of going about this. You might decorate your essay with some choice expressions from some other source(s), without making it clear that you have done this. You might take substantial chunks. You might copy from notes or essays written by fellow students or even taken from the Internet. In more extreme cases, students might actually submit work to which they have contributed nothing at all, something that is entirely the work of another mind.

People who do this do it for various motives. A good and ambitious student might do it because s/he desperately wants a very good degree result, and is doubtful if s/he can achieve that on his/her own; or because there is a course in which s/he is relatively weak. A poor student might do it because s/he has been in the pub when s/he ought to have been working and has no work to submit. Sometimes the motives can be very complex. Whatever they are, plagiarism is intellectual dishonesty.

There is of course a very real risk of plagiarism being detected. A student may feel that s/he will get away with downloading material from the Internet and presenting as his/her own work. But it is probably worth noting that if you find it there then the lecturer setting the topic in the first place is also aware of it.

Similarly if you copy a fellow student's work, the chances of it being spotted are very high indeed.

No intellectual endeavour is ever absolutely original. Even the most original minds depend on the thoughts and discoveries of their predecessors. And in most intellectual disciplines, students are expected to demonstrate familiarity with the established literature in their field: indeed, this is one of the key competences that you need to demonstrate in most academic fields. Most of the time, you will be citing articles and books that are especially relevant to your enquiry, and making your own contribution to it. That contribution might not be a great one, especially in the early years of a degree programme; but it will, or should, be your own.

Sometimes students can be so weak or under-confident in a subject, again especially early on in their studies, that they really find it difficult to tell what is acceptable borrowing from other sources and what is not. Sometimes, unacceptable degrees of borrowing can occur when a student has not actually intended to engage in unfair practice. For this reason, when a member of the academic staff reads work that s/he suspects is not the unaided work of its supposed author, s/he may not at once notify this to the Chairman of the relevant

Examining Board but may discuss it first with the student. University staff will exercise proper academic judgement.

If and when s/he decides to do so, the Chairman will normally interview the student in the presence of the staff member making the enquiry, to establish whether there was an intention to benefit unfairly. The panel may decide that there was not. This, they may then think, is not **unfair**, but **bad** practice. They will probably assign an appropriately low mark to the examined element. If, however, the panel is convinced that there is on the face of it a case of **unfair** practice, and if the course element constitutes more than 20 credits' worth of the overall assessment weighting for the year of study, the Chairman will notify the University authorities and what happens next will be governed by the University's **Academic Regulation on Unfair Practice**. The most significant part of this is reproduced in the **Students' Examination Handbook**, which you should possess. If a case of plagiarism is established, the penalties can be very severe indeed and can result in your permanent exclusion from the University.

Where the assessed element is worth 20 credits or less, departments are authorised to handle the case wholly internally. In most such cases, the mark for the assessed element will be 0 with possibly no opportunity to resit. More severe punishments may also be imposed (e.g. 0 for the module as a whole).

Clearly, however, the most sensible course for a student to pursue, and the course that most students do pursue, is to develop enough academic judgement and self-confidence for them not to be in any danger of such an accusation being made against them. Most students have no wish to gain credit for what they have not themselves contributed, or to gain a qualification that is, even in part, a bogus achievement.

## 8 STAFF-STUDENT CONSULTATIVE COMMITTEE

The Department's Staff-Student Consultative Committee meets on average once per semester or when business is brought before it by either staff or student representatives. The Committee, which exists as a two-way channel for communication and constructive comment and discussion of (e.g.) course changes or Departmental procedures more generally, reports to Departmental Meetings; urgent matters can be attended to directly by the Head of Department. Student representation attempts to cover all 'categories' (by year and by language). Minutes of the Committee are posted on the main notice-board adjacent to the Departmental Office and on the Departmental web pages. You are encouraged to make your views known to your representatives, whose names will also be posted on the main notice-board.

## 9 IMPORTANT DATES AND DEADLINES, 2011 - 2012

### Term dates:

|              |                                 |
|--------------|---------------------------------|
| First Term:  | 26 September - 17 December 2011 |
| Second Term: | 9 January - 31 March 2012       |
| Easter Term: | 23 April - 2 June 2012          |

Weeks commencing **7 November** and **5 March** are Reading Weeks - there will be no classes in this Department during those weeks.

Unless otherwise noted, the deadlines for submission of essays are as follows:

|  | <b>Semester 1</b>                                  | <b>Semester 2</b>                                |
|--|--|--|
| 10 credit modules*   | Monday, 21 November 2011                           | Thursday, 26 April 2012                          |
| 20 credit modules*   | Monday, 31 October 2011<br>Monday, 5 December 2011 | Monday, 12 March 2012<br>Thursday, 26 April 2012 |
| Year Abroad Dissertations  | See Year Abroad Guidelines and Regulations         |  |
| Extended Essays (EL20500/10, EL30500/10)<br>Dissertations (EL30100/20) |  | Noon on Friday, 4 May 2012                       |

\* Usually, examined 10 credit modules require one piece of assessed written work and 20 credit modules require two. There are other patterns of assessment however and you should always confirm with the tutor concerned any departure from these norms.

**PLEASE NOTE THESE DEADLINES NOW AND  
PLAN YOUR WORK ACCORDINGLY**

**10 OTHER SOURCES OF INFORMATION**

The majority of booklets, etc. will be given to you as a matter of course - hang on to them. They may seem dull and even irrelevant to begin with but as time passes and you want to know more, you will find that much of what you need to know is contained in them. Remember also that there is plenty of reference information on the University's Web pages.

| <b>Booklet</b>                                 | <b>Available from</b>                 |
|--|---------------------------------------|
| Academic Regulation on Academic Progress       | Academic Office                       |
| Accommodation in Aberystwyth                   | Residential Services                  |
| Accommodation Video                            | Admissions & Recruitment Office       |
| A Mature Student Guide to Study at Aberystwyth | Admissions & Recruitment Office       |
| Astudiaethau Drwy Gyfrwng y Gymraeg            | Swyddfa Denu a Derbyn Myfyrwyr        |
| Complaints Procedure                           | Academic Office                       |
| Entrance Scholarships Prospectus & Syllabus    | Admissions & Recruitment Office       |
| Equal Opportunities Policy                     | Human Resources                       |
| Information Services Guide                     | Information Services                  |
| Level 1 Degree Scheme Structure                | Included in the New Students' Package |
| Level 1 Module Handbook                        | Included in the New Students' Package |
| Living in Aberystwyth                          | Admissions & Recruitment Office       |

|   |   |
|---|---|
| Making Use of your Careers Advisory Service                                 | Careers Advisory Service  |
| Postgraduate Code of Practice   | Admissions & Recruitment Office                                       |
| Prospectus  | Admissions & Recruitment Office                                       |
| Rules Regulations & Information to Students                                 | Academic Office   |
| Stepping Out: A Guide for Undergraduates<br>Considering A Year Out          | Careers Advisory Service  |
| Student Loans   | Student Loans Office  |
| Students' Guild Code of Practice  | Students' Guild   |
| Study Guide   | Personal Tutors   |
| The Examination Handbook  | Academic Office   |
| The Examination of Students with Special<br>Needs                           | Academic Office   |
| The Inter-Relationship between the Institution<br>and the Guild of Students | Academic Secretary  |
| Welcome to Aberystwyth: Your Guide  | Sent to students during the<br>summer in the New Students'<br>Package |
| Welsh Language Policy   | Administrative Secretary  |