For undergraduates reading Modern Languages or a joint school with Modern Languages starting the Prelims course in October 2019 or starting the FHS course in October 2019 and normally expecting to take the FHS examination in Trinity Term 2022

The information in this handbook may be different for students starting in other years
Welcome to the Faculty of Medieval and Modern Languages. This guide is intended to provide general information about the Faculty, its courses, facilities, and personnel. It is not intended to be a comprehensive guide to studying at Oxford, but will complement information provided by your College and the University. The Faculty expects college tutors to discuss your course options and combinations with you.

Other information for specific languages and subjects within joint schools is provided separately, and is available on the same page of the Faculty website as this document.

Disclaimer: The Examination Regulations relating to your course are available online (link in section on Course Content and Structure below). If there is a conflict between information in this or other handbooks and the Examination Regulations, then you should follow the Examination Regulations. If you have any concerns, please contact your college tutor in the first instance or the Undergraduate Studies Administrator: catherine.pillonel@mod-langs.ox.ac.uk

The information in this handbook is accurate as at October 2019; however, it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made, the department will publish a new version of this handbook together with a list of the changes and students will be informed.

The handbook is correct in October 2019 and is revised annually.

Comments and corrections should be addressed to: The Administrator, Modern Languages Faculty, 41 Wellington Square (administrator@mod-langs.ox.ac.uk).
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1. GENERAL INFORMATION

1.1 ADDRESS AND CONTACT DETAILS
Faculty of Medieval and Modern Languages, 41 Wellington Square, OX1 2JF
Telephone: 01865 (2)70750
Email: office@mod-langs.ox.ac.uk (for individual contacts, see https://www.mod-
langs.ox.ac.uk/people)
Website: www.mod-langs.ox.ac.uk
WebLearn: https://weblearn.ox.ac.uk/portal/site/humdiv:modlang

Teaching will normally take place on Faculty premises (41 & 47 Wellington Square and the main
Taylor Institution building on St Giles’) and at your College. Access information for the Faculty
premises can be found at
https://www.admin.ox.ac.uk/access/dandt/humanities/medievalandmodernlanguages/

1.2 SUB-FACULTIES
Modern Languages at Oxford is divided into seven ‘departments’ (called sub-faculties): French,
German, Italian, Portuguese, Russian and Other Slavonic Languages, Spanish, Byzantine and
Modern Greek. Each sub-faculty has its own handbooks for Prelims and FHS, featuring
subject-specific information; you should consult the handbook for your language(s)
alongside this general handbook. There is also a Faculty of Linguistics, Philology and Phonetics.

In addition to the holders of permanent University academic posts, most of whom teach for both
the University and the colleges, you may also be taught by other tutors who may be College
Fellows, College Lecturers, or Lectors. You will have a college tutor responsible for your progress
and welfare, but you will not always be taught by that tutor as your course progresses; for some
parts of your course you will almost certainly have tutorials with tutors from different colleges.

Your tutor (and any member of the sub-faculty) will be happy to help you with any
difficulties you have at any stage of your course. Please do not hesitate to ask.

1.3 INDUCTION
This document and the Faculty’s handbooks for each separate language area constitute your
formal induction to the Faculty. Personalised orientation of new students is delegated to college
tutors, who will meet you in 0th week of your first term and explain everything you need to know to
get your course off to a good start.

General information about student support is available either from your college or online from the
Oxford Student website: http://www.ox.ac.uk/students; when you first arrive, you may find helpful
https://www.ox.ac.uk/students/new/firstweeks
2. COURSE CONTENT AND STRUCTURE

2.1 OVERVIEW
This handbook is for those undergraduates working towards the award of one of the following degrees:
Bachelor of Arts in Modern Languages
Bachelor of Arts in Classics and Modern Languages
Bachelor of Arts in English and Modern Languages
Bachelor of Arts in European and Middle Eastern Languages
Bachelor of Arts in History and Modern Languages
Bachelor of Arts in Modern Languages and Linguistics
Bachelor of Arts in Philosophy and Modern Languages
For the FHEQ level and credit rating, see the University Awards Framework:
https://www.admin.ox.ac.uk/edc/policiesandguidance/awardsframework/
For the QAA subject benchmark statement, see:
http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
All courses are four years in duration except for those taking Classics and Modern Languages who choose to do Classics Mods as their First Public Examination, in which case the course lasts five years.

2.2 COURSE AIMS AND INTENDED LEARNING OUTCOMES

Aims
(i) To build and encourage intellectual confidence in students, enabling them to work independently but in a well-guided framework.
(ii) To provide for students a sustained, carefully-designed and progressively-structured course which requires effort and rigour from them and which yields consistent intellectual reward and satisfaction.
(iii) To train and encourage students in appropriate linguistic, analytical, research and presentational skills to the highest possible standards.
(iv) To equip students to approach major issues in their own as well as other cultures with a thoughtful and critical attitude.
(v) To produce graduates who are able to deal with challenging intellectual problems systematically, analytically, and efficiently, and who are suitable for a wide range of demanding occupations and professions, including teaching our subject in schools and higher education.

Objectives
(i) To provide expert guidance over a very wide range of options in challenging fields of study in modern European languages and literatures.
(ii) To help students to acquire the ability to read accurately and critically texts and documents in one or more modern European languages.
(iii) To help students to acquire the ability to write and speak a modern European language with a high degree of accuracy and fluency.
(iv) To help students to acquire the skills to assess considerable amounts of material of diverse types, and to select, summarise and evaluate key aspects.
(v) To foster in students both the skills of clear and effective communication in written and oral discourse, and the organisational skills needed to plan work and meet demanding deadlines.
(vi) To provide a teaching environment in which the key features are close and regular personal attention to students, constructive criticism and evaluation (whether written or oral) of their work, and continuous monitoring of their academic progress.
(vii) To maintain and enhance the broadest possible base for student recruitment, and to maintain the highest intellectual standards at admission.
(viii) To provide effective mechanisms through which able students of different levels of
experience can rapidly acquire the linguistic and other skills needed to achieve their potential in the subject.

(ix) To make full and effective use of the very wide range of research expertise in our faculties and the excellent specialist resources and collections available in the University.

(x) To offer courses which are kept under continuous review and scrutiny.

2.3 COURSE CONTENT AND STRUCTURE

All undergraduates take a First Public Examination and a Second Public Examination. The FPE (known as the Preliminary Examination) is taken at the end of the first year (except that students in Classics and Modern Languages may choose to sit Classics Mods at the end of their fifth term rather than the Modern Languages Prelim at the end of their first year). The SPE (known as the Final Honour School) is sat in the final term of the final year.

With the exception of the year abroad, when undergraduates will carry out a programme of work to suit their particular circumstances and agreed with their college, all undergraduates whilst in Oxford follow lectures, tutorials and classes that aim to prepare them for the examinations. In Modern Languages all students will have regular language classes and lectures and tutorials or seminars to work on those parts of their course dealing with literary, linguistic or other cultural topics.

Undergraduates follow courses of tuition in Oxford during their first, second and fourth years and spend their third year abroad, with the following exceptions:
1. Beginners' Russian students spend their second year abroad.
2. Students in EMEL normally spend their second year abroad.
3. Classics and Modern Languages students who take Classics Mods normally spend their fourth year abroad and return to Oxford for their fifth year.

The precise pattern of work is determined by the particular course options and combinations chosen by the undergraduate and is a matter of discussion between college tutor and undergraduate.

Undergraduates are advised to prioritize familiarizing themselves with the structure of their course by following the relevant links to the Regulations:

Preliminary Examination in Modern Languages (includes Classics and Modern Languages and Modern Languages and Linguistics)
http://www.admin.ox.ac.uk/examregs/2019-20/peinmodelang/studentview/

Classics Mods (For any Classics and Modern Languages students choosing not to take the Modern Languages Prelim)
http://www.admin.ox.ac.uk/examregs/2019-20/hmodeinclas/studentview/

Preliminary Examination in English and Modern Languages
http://www.admin.ox.ac.uk/examregs/2019-20/peieandmodelang/studentview/

Preliminary Examination in European and Middle Eastern Languages
http://www.admin.ox.ac.uk/examregs/2019-20/peieamiddeastlang/studentview/

Preliminary Examination in History and Modern Languages
http://www.admin.ox.ac.uk/examregs/2019-20/peihandmodelang/studentview/

Preliminary Examination in Philosophy and Modern Languages
http://www.admin.ox.ac.uk/examregs/2019-20/hsopandmodelang/studentview/

Final Honour School of Modern Languages
http://www.admin.ox.ac.uk/examregs/2019-20/hsofmodelang/studentview/
2.4 THE SYLLABUS

The formal syllabus is set by the University, and is contained in the links to the Examination Regulations immediately above. There is, however, much informal advice about the nature of all the different components of the Modern Languages course and courses in other subjects, including those who teach certain parts of the course, the kind of study, teaching methods and examination methods involved; this is contained in language-specific handbooks and joint school handbooks on WebLearn on the same page as this current document here: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/modlang

These documents will be very useful in helping you to make decisions about options, but college tutors will talk to you about the different possibilities at different stages of your course.

2.5 RECOMMENDED PATTERNS OF TEACHING FOR THE PRELIMINARY EXAMINATION

For Papers in the Preliminary Examination of Modern Languages
And for Modern Languages Papers in the joint Preliminary Examinations with Modern Languages

<table>
<thead>
<tr>
<th>PAPER</th>
<th>Comments on kind of teaching, provider, amount and timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers I and II in all languages are language papers</td>
<td>Figures in this table are mostly in hours, though some classes may be timetabled for longer. They are taught in classes across the three terms. Usually 2 to 4 classes per week per language, depending on language and whether it is being studied as a Beginner. Classes are organised mostly by colleges for French and German, mostly by the Faculty for Spanish, and always by the Faculty for other languages.</td>
</tr>
<tr>
<td>Papers III and IV in all languages are literature papers</td>
<td>They are taught across the three terms in lectures organised by the Faculty (the number of hours per week varies, but usually between 2 and 3 per language); and in classes or tutorials organised by colleges (usually 1 per</td>
</tr>
</tbody>
</table>

Final Honour School of Classics and Modern Languages
http://www.admin.ox.ac.uk/examregs/2019-20/hsocandmodelang/studentview/

Final Honour School of English and Modern Languages
http://www.admin.ox.ac.uk/examregs/2019-20/hsoeandmodelang/studentview/

Final Honour School of European and Middle Eastern Languages
http://www.admin.ox.ac.uk/examregs/2019-20/hsoeamiddeastlang/studentview/

Final Honour School of History Modern Languages
http://www.admin.ox.ac.uk/examregs/2019-20/hsohandmodelang/studentview/

Final Honour School of Modern Languages and Linguistics
http://www.admin.ox.ac.uk/examregs/2019-20/hsomlangandling/studentview/

Final Honour School of Philosophy and Modern Languages
http://www.admin.ox.ac.uk/examregs/2019-20/hsopandmodelang/studentview/
2.6 RECOMMENDED PATTERNS OF TEACHING FOR THE FINAL HONOUR SCHOOL

For Papers in the FHS of Modern Languages and for Modern Languages Papers in joint schools with Modern Languages

*Note that, for EMEL and RAI students, reference to ‘second’ year means ‘third’ year

<table>
<thead>
<tr>
<th>PAPER</th>
<th>Comments on kind of teaching, provider, amount and timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Examination – compulsory in all languages</td>
<td>This is taught in typically weekly oral classes throughout the second* year and final year, organised by colleges for French and German and by the Faculty for other languages.</td>
</tr>
<tr>
<td>Papers I and II are compulsory language papers in all languages</td>
<td>They are taught in typically two classes a week throughout the second* and final year, organised typically by colleges for French and German and by the Faculty for other languages.</td>
</tr>
<tr>
<td>Paper III is a language paper only available to, and compulsory for, sole language candidates</td>
<td>This paper is typically taught in the final year in centrally organized classes.</td>
</tr>
<tr>
<td>Papers IV and V are optional Linguistics papers, though compulsory for those reading a Modern Language and Linguistics</td>
<td>They are taught in lectures and typically 8 tutorials. Lectures are provided across the terms every year, though tutorials may be in any term in the second* or final years.</td>
</tr>
<tr>
<td>PAPER</td>
<td>Comments on kind of teaching, provider, amount and timing</td>
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<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Papers VI, VII and VIII are period of literature papers. Typically at least one of these papers is a requirement in each language offered. Paper IX is a typically optional medieval texts paper.</td>
<td>Figures in this table are in hours unless otherwise stated, though some classes may be timetabled for longer. They are taught in lectures and typically 8 tutorials. Lectures are provided across the terms every year, though tutorials may be in any term in the second* or final years. They are taught in lectures and typically 8 tutorials. Lectures are provided across the terms every year, though tutorials may be in any term in the second* or final years, except that in Italian this paper is taught in MT of the final year.</td>
</tr>
<tr>
<td>Papers X and XI are typically prescribed author papers and optional Paper XII Optional Special Subjects</td>
<td>They are taught in lectures and typically 8 tutorials. Lectures are provided across the terms every year, though tutorials may be in any term in the second* or final years. These are taught 5-8 classes or tutorials (depending on examining method: A typically 8, B 5-8, C 5) in HT term of the final year, except for certain subjects by special arrangement. The classes and tutorials are the responsibility of colleges, though the organisation may be done centrally.</td>
</tr>
<tr>
<td>Paper XIII General Linguistics</td>
<td>Only available to candidates offering certain combinations and compulsory for those taking Modern Languages and Linguistics. Taught in lectures across the year, and 8 college tutorials, 4 typically taken in second year*, 4 in final year. This is an optional extra for most students, though in certain joint schools may be offered as a compulsory paper. Title is approved at start of final year. Preparatory work is done during year abroad and the essay completed for the end of HT of final year. Students have individual contact with supervisor: first to discuss ideas, approach and bibliography; and then for comments on first draft.</td>
</tr>
</tbody>
</table>

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*Note: The asterisk (*) indicates special conditions for specific years or terms.
3. TEACHING, STUDY SKILLS AND LEARNING ENVIRONMENT

The main components of the Modern Languages degree are language and literature. Language comprises 50% of both first-year and final examinations. On graduating, students can expect to speak fluently in colloquial and more formal situations, write essays, and translate with accuracy and sensitivity to vocabulary, styles and registers.

The literature element is a key part of the degree, providing an enriching and sometimes challenging experience. It provides a context for language study that broadens your understanding of culture and covers topics such as gender issues, popular culture, theatre studies, aesthetics, anthropology, art history, ethics, history, philosophy, politics, psychology and theology. You can choose to focus on a particular period — the medieval, the early modern or the modern era — as well as studying individual authors in depth. In the final year, a range of special subjects are available that allow you to specialise even further.

The study of literature from such a wide range of cultures, nations, and historical periods can often lead to encounters with ideas, values and principles that are sometimes very different from your own. As well as interrogating literatures from a contemporary vantage point, lectures and tutorials encourage students to reflect on their own particular assumptions and to use this experience to develop skills of critical thinking and sophisticated analysis. In this regard, the study of foreign literatures is inseparable from the study of foreign languages themselves, where the encounter with new cultures and different values is a crucial part of the teaching and learning process.

Non-literary subjects are also available in the form of linguistics, philology, advanced translation and film studies.

An essential part of your study is a year abroad in a country where your chosen language or languages are spoken. This is normally taken in the third year (those studying Russian from scratch or a Middle Eastern language go abroad in their second year).

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in section 6.2 Complaints and appeals.

3.1 TEACHING METHODS AND STUDY SKILLS

Your course will involve a range of teaching situations, forms and methods, combining tutorials, classes and lectures. Courses in Modern Languages and joint schools with Modern Languages are demanding. You will have to work hard and be well organised to make use of all the opportunities on offer, and to keep up with everything that is asked of you academically. Oxford is an exciting place to be a student, and many other activities – from journalism to drama, from singing to rowing, and general socialising – will make demands on you. It is therefore essential that you learn to organise your time effectively. Establish a pattern of work for yourself as soon as you can, and discover when you study most efficiently, whether late at night or nine-to-five – though it is no accident that in the world of work most people find the daylight hours of nine-to-five their most productive time.

Even if you sometimes have to finish an essay late at night, you will find it much easier if you have
done the preparation for it over the previous two or three days. Make yourself a timetable, allowing for tutorials, language classes, lectures, independent reading and writing, and (very importantly) breaks for other things. Make sure that you establish quiet working spaces for yourself – university libraries, college libraries, and your room – and, when working in your room, make it quite clear to your sociable friends that you are not to be interrupted for the time being. As a rough rule of thumb, you should be studying for at least six hours a day for five or six days a week in addition to your lectures, classes and tutorials, if you are to do the course and yourself justice.

In each language that you offer you can expect to have two or more weekly language classes, three or more lectures and one or two tutorials or seminars, depending on your course combinations and the stage you are at.

Term-time is so busy that it is not possible to undertake paid work exception in the most exceptional circumstances and with the permission of your tutor. There are opportunities to undertake non-academic work in the vacations. See the Oxford Students website: http://www.ox.ac.uk/students/life/experience

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing - through the Oxford Students website: www.ox.ac.uk/students/academic/guidance/skills.

If you find that you’re struggling with any aspect of your work, speak with your tutors about the challenges you’re experiencing – it is very easy to feel as if “everyone else is fine”, but this is a false impression. Tutors want to help enable you to perform at your best, and, if you are having difficulties, to assist you in overcoming them.

3.2 STUDY SKILLS FOR LANGUAGE WORK

Whether you are doing one or two languages you will have a regular schedule of language classes to attend each week. In French and German most of these classes will be organised within your college. In the other languages they will mainly be organised centrally by the sub-faculty. It is very important to attend all your language classes and to complete the written exercises set. Language skills cannot be crammed for in the week before the exam but depend on regular practice. You will find it helpful to establish a weekly routine with regular slots set aside for completing each piece of language work – each piece is likely to require a slot of up to three hours. Make sure that you settle down to do your language work with the dictionaries and grammar books you will need to hand. Your language tutors will advise you on which dictionaries and grammar books you need to buy, but you may well also need to consult other dictionaries in your college library or in the Faculty library or online. The use of dictionaries is of course an art in itself which you will already have begun to develop. Remember that if you begin your search in a bilingual dictionary it is always best to double-check the word or phrase you need in a monolingual dictionary.

When your written exercises are returned to you, take the time to go carefully through all the corrections your tutor has made. If you dismiss your errors as mere slips you will probably repeat the same mistakes next time. It can be helpful to compare your written pieces over a period of time – do you make the same mistake or type of mistake regularly? Are there points which you need to ask your tutor for help with? The first year is the year in which to get to grips with those grammar points which you have never been quite sure of. Sorting them out now will leave you free to
concentrate later on finer points of your writing and speaking skills. It is perfectly possible to order
a drink in a foreign language or get the gist of a simple conversation without much command of
grammar. But to take part in more sophisticated communication and to be taken seriously by native
speakers you need to use correct grammatical structures and to have developed an extensive
vocabulary. You may be reluctant to speak up in class and ask questions if there is something you
don’t understand. However, you can be sure that you are not the only one who hasn’t understood
and you will do everyone a favour by speaking up.

Classes with native speakers will also be organised for you. Here again, it is essential to conquer
nerves and speak up. Speaking skills cannot be improved if you remain silent. Try not to compare
your own performance all the time with what may appear to be the superior performance of other
people. It is your own performance you need to try to work on.

Outside classes and set exercises you should make use of the facilities of the Language Centre,
described later on, as well as a range of resources available online. You can make a real
difference to your listening skills by regularly watching news programmes and videos, listening to
podcasts, and you can keep your vocabulary up to the minute by reading newspapers. (How
exactly is a phrase of the moment, like ‘greenhouse effect’, rendered in the language(s) you are
studying?) Reading your literature texts will of course help you with vocabulary acquisition and with
your intuition and feel for the language. However, it is probably best not to start by looking up every
word you don’t know when reading your texts – look up the ones that are impeding your
understanding or which recur frequently, and write their meaning in the margin. (For set texts you
will have to go back later and make sure you understand every word.)

3.3 STUDY SKILLS FOR TUTORIAL ESSAYS
There isn’t any one method of successful essay-writing, and what follows is not an attempt to
impose intellectual conformity. This is an outline of some very basic rules and suggestions that
might be helpful to you as you begin your undergraduate work.

3.3.1 Planning
Allow yourself plenty of time for planning your essays. Essays written in haste in the small hours of
the morning before a tutorial are unlikely to show you at your best! Unless you use a word-
processor, you are not going to have time to write up your essays in rough draft and then copy
them out, so you need to think carefully as you write. There are many ways of approaching the
initial planning stages of an essay – brainstorming, with a blank sheet of paper in front of you to
write down every idea you can think of; trawling through your notes and organising the material in
them into some sort of coherent order, perhaps by numbering or colour-coding ideas that belong
together; drawing diagrams with arrows that indicate how one point may connect with another.
Finding what works best for you will be something of an experimental process. But it is invariably
courting disaster to start writing the essay with some rather vague ideas in mind – and not being
sure where you are going to end up. It may be useful to plan the argument of your essay in short
sentences. This will enable you to see where there is weakness in your argument, and something
needs thinking through further. Your essay will have a stronger sense of energy and direction if you
know more or less where you plan to conclude when you start writing.

Remember that one of the advantages of the Oxford system is that essays are not necessarily
graded as they would be in a continuous assessment system: this gives you plenty of scope for
experimenting with essay writing styles and finding what is most effective for you. Although you
may not receive a grade for an essay, your tutor will provide written and/or oral feedback on it.

3.3.2 Content
An essay is essentially your view of the subject. While you will be expected to be familiar with critical views and debates in relation to the subject on which you are writing, and to discuss them as necessary, it is your particular response to the theme or question at issue that is required by tutors or examiners. That aside, content is much harder to generalise about, as it varies according to your individual approach, and the topic you are dealing with. However, here are a few general hints:

- Don’t try to include everything in your essay.
- Learn to be selective.
- Always try to construct a coherent argument.
- Write with the aim of persuading your tutor or tutorial partner of your point of view. First, you need to be sure that you do have a point of view, and that it is defensible; there’s nothing wrong with being controversial. You might find that you have changed your mind on a topic by the end of term (or indeed by the end of the tutorial), and that’s fine – it’s part of developing your intellectual flexibility.
- Be specific. Vague generalisations about an author or topic never get you very far. This is true whether you’re engaged on a piece of focused textual analysis or discussing a large cultural issue. Always pin your argument down to specific texts and specific evidence.
- Use quotation judiciously. You are not expected to illustrate every major point by significant quotation. You do need to construct your argument with reference to illustrative material, but it may be more effective to convey your point through concise paraphrase of a scene or passage, or through a brief summary of a number of linked aspects of a novel or poem.
- When you read the primary texts that you will be discussing in your essay, make sure that you find your own examples of episodes, themes, arguments, etc., in them that you wish to discuss. Note these down and make sure that they form the basis of the material you will be discussing in the essay.
- Get to know your primary texts well before you embark on secondary reading. Make sure that while reading them you take notes which are not so detailed as to be confusing, but detailed enough to help you find your way round the text after you have read it through. A very short summary of each chapter of a novel, or each scene of a play, can be useful.

3.3.3 Style
A few guidelines:
- Critical language is formal, and chatty colloquialisms are best avoided. But don’t go to the other extreme and become pompous. A simple and direct style is usually most convincing.
- Avoid clichés, always a sign of a brain off-duty (‘harsh reality’, ‘deep yearning’, ‘dark despair’…).
- Make sure that every word you use is really earning its keep.
- Avoid critical terms, either of commendation or condemnation, that have no real content. ‘Effective language’ is a good example – effective in what way? Adjectives such as ‘powerful’, ‘rich’, ‘striking’ also fall into this category (still more, phrases such as ‘incredibly rich’, ‘extremely striking’, ‘very powerful’…). And ‘interesting’ is usually very uninteresting unless the source of the interest is properly explained.
- If you find writing essays hard, you are not alone. Most people are not entirely pleased with what they first produce, and one never stops learning how to write well (your tutors will affirm
that this very much still applies for them as researchers!). But you can be sure that you will make enormous progress between your first and your final year.

### 3.3.4 Presentation

Presentation is important. At this stage, it isn’t just a matter of neat hand-writing or accurate word-processing. It will be very helpful to you later on to have established the right habits from the start. The scholarly procedures we will be looking for are really very straightforward.

**Length** - How long should your essay be? There is no fixed answer to this question, but as a general guideline you should be aiming in your first year at around two thousand words for an average tutorial essay. Don’t assume that the longer your essay is, the better it is.

**Quotations** - When you quote from a text, make sure you do it accurately. Always check! Giving page numbers, or line references, will help you to locate the quotation when you come to revision.

**References** - When you refer to a book, or a play, or a long poem, underline the title or use *italics*. Titles of short stories, essays, or shorter poems, should go in quotation marks.

**Critics** - When you refer to the work of a critic, you should acknowledge that you have done so, name the critical work in question, and of course include the page number. These works should be included in your list of works cited at the end of the essay. To do this, you will of course need to take accurate notes on your critical reading in the first place. When you are taking notes from secondary sources, always note author, title (of book or journal, and essay or article title as appropriate), place of publication (for books), page numbers, and where and when you read the item. If you have time, it is a good idea to read the chapter or article through once quickly before you take notes on it. This will make the notes that you take on a second, slower reading more discriminating, and will make you less likely just to copy material out without thinking it through. If you do copy material word for word from secondary sources, make sure that you identify it as quotation (by putting inverted commas round it) in your notes. This will ensure that you recognise it as such when you are reading it through in preparing your essay, and enable you to avoid the possibility of plagiarism. At the same time, always note down page numbers of quoted material. This will make it easier for you to check back if you are in doubt about any aspect of a reference. It will also be a necessary part of citation, the rules of which you will need to observe if you want to avoid plagiarism (see below). Plagiarism is failure to acknowledge that you have used another’s ideas – even if you are merely paraphrasing what they have said – and it is a serious form of intellectual theft. Every time you use another’s ideas, you must give them credit – even in your weekly essays.

### 3.4 EXTENDED ESSAYS AND SPECIAL SUBJECT ESSAYS

Quite apart from the frequent tutorial essays you will write, you may have the opportunity to submit as part of your assessment in the Final Honour School an extended essay of your own devising and / or Special Subject work. The availability of these possibilities depends on your precise course and options chosen (see the Regulations for your course under 2.3 above). In the case of the joint schools with History, Middle Eastern Languages and English, you are required to submit a long essay or dissertation. The Faculty offers specific guidance for those considering an optional extended essay:

https://weblearn.ox.ac.uk/access/content/group/modlang/general/exams/extended%20essays/Advice%20on%20Extended%20Essay%202015.10.15.pdf
Students offering extended essays should note (as in the document above) that they can expect three meetings to discuss it with a Tutor/Supervisor: 2 short meetings to discuss first a potential topic and then a potential plan and a final meeting to discuss a first draft of the whole essay. Tutors/Supervisors are expected to spend up to four hours in total on meetings, reading a draft and any email advice.

If you are intending to offer an extended essay, you must seek approval for your title no later than Wednesday of 2nd week of Michaelmas Term of your final year, using the form on WebLearn (https://weblearn.ox.ac.uk/portal/site/humdiv:modlang > ‘Examination Conventions and Regulations’)

For a former student’s personal perspective on completing final-year coursework papers and managing the challenges of final year, see the podcast interview under ‘Extended Essays’ and ‘Special Subject Essays’ (https://weblearn.ox.ac.uk/portal/site/humdiv:modlang > ‘Examination Conventions and Regulations’).

The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself. All such research needs to be subject to appropriate ethical review. More information can be found at the Research Ethics website (https://researchsupport.admin.ox.ac.uk/governance/ethics) and an online training course can be accessed on Weblearn (https://weblearn.ox.ac.uk/access/content/group/ecbf7461-4711-4a43-9e28-ab2e1f3679a5/2017/05_art_int_imscp/05_art/index_05_art.html)

3.4.1 Presentation

The Faculty offers specific guidance on the presentation of Extended Essays: https://weblearn.ox.ac.uk/access/content/group/modlang/general/exams/extended%20essays/Ext%20Essay%20and%20Special%20Subject%20Guidelines%20on%20presentation.pdf

When writing essays, you need to take care not only over the content but also over the written presentation - especially the use of quotations, references, footnotes and bibliographies. Your presentation should above all be clear, reader-friendly, and consistent. We recommend the conventions set out below.

While the presentation of your tutorial essays will depend on your tutor’s advice, it is good to get into the habit of proper academic presentation.

Extended Essays and Special Subject Portfolio Essays should be presented according to the conventions below. A handout offering further guidance is available under ‘Extended Essays’ and ‘Special Subject Essays’ (https://weblearn.ox.ac.uk/portal/site/humdiv:modlang > ‘Examination Conventions and Regulations’).

The conventions most commonly used in academic articles and books published in the UK are those of the Modern Humanities Research Association, set out in the MHRA Style Guide, which can be downloaded from http://www.mhra.org.uk/style

The main points to observe are these:

Titles of books must always be italicised, e.g. L’Amour, la fantasia. Titles of poems, short stories, essays, or articles which are published not separately but as parts of books or journals, should be in roman type and (preferably single) inverted commas, e.g. ‘Sailing to Byzantium’, ‘How the
Elephant got his Trunk’, ‘The Truth of Masks’.

**Bibliography:** at the end of an essay, primary texts may be listed in chronological order, but items of secondary literature should be listed alphabetically by author’s surname.

Books should be listed like this (it is now common practice to give not only the place of publication but also the publisher):


Contributions to books like this:


Journal articles like this:

Garfitt, Toby, ‘Un passeur de la pensée existentielle: Jean Grenier’, *Europe*, 972 (2010), 221-232

**Quotations:** short quotations (30 words or fewer) should be continuous with your own text, separated from it only by quotation marks. They should never be italicized. Thus:

Dickens describes Louis XVI and Marie Antoinette as ‘a king with a large jaw and a queen with a fair face’.

Longer quotations should be free-standing and therefore do not need quotation marks, but may be indented e.g.:

Léonard describes the late-medieval French *dit* as:

> une œuvre littéraire rédigée en vers, non chantée, plutôt brève, dont l’auteur cherche à transmettre une *senefiance* grace à quelques procédés stylistiques éprouvés et dont le locuteur intervient dans le corps du texte.¹


Quotations from poems should NOT be centred, but set slightly to the right of the margin, thus:

> Truth-loving Persians do not dwell upon
> The trivial skirmish fought at Marathon.

**References:** When you give the sources of quotations, you should normally use footnotes and (as it is not now part of a list) put the author’s forename first and give the page number, e.g.

If you quote several times from the same book (normally a primary text), second and subsequent quotations can be included in the text, to save the reader from constantly glancing down to the footnotes. If you quote only from one work, page references should be enough; if you need to make clear which of several works you are quoting from, a very short form of the title can accompany the page reference, e.g.:

Hans Castorp describes death as ‘eine große Macht’ (Zauberberg, p. 748) or (Z, p. 748).

When referring to secondary sources, you can give an abbreviated reference (e.g. Duttlinger, p. 37) in a footnote, provided the reader can find full details of the work in your bibliography.

Footnotes should be used to show the sources of quotations and of factual information other than the obvious. (Thus, the fact that Louis XIV was King of France from 1643 to 1715 does not need a reference, but detailed information about, say, Christa Wolf’s use of metaphor does need a reference to show where you got it from.) Don’t use footnotes for afterthoughts or additional remarks. If a remark is necessary, put it in your main text; if it is not necessary for your current argument in a tutorial essay, perhaps note it separately for discussion in the tutorial.

If you have quotations in a language which some of your readers may not understand – for example, if you are writing for examiners in the Joint School of English and Modern Languages and want to quote in a language other than French – you may put the translation of the quotation into a footnote. Otherwise, use footnotes for references only.

Remember that inadequate footnote references may incur the suspicion of plagiarism. Consult the Faculty’s official guidelines on plagiarism (below, 4.2), and, if you are in any doubt, ask your tutor for advice.

3.4.2 Submission of Extended Essays and Special Subject Work
All essays should be word-processed or typed using double spacing on one side only of A4 paper. The typeface size should be not less than 11-point. Pages should be numbered consecutively. Please leave a margin of approximately 1.5 inches on the left-hand edge of the page.

Extended essays should be held securely in a cover; ring-binding or other secure soft-binding is acceptable. As the examination is anonymous, you must not include your name, but you must include your candidate number and the name of the Final Honour School for which you are entering. Special Subject portfolio essays should be held securely in a cover or placed in a folder, with a cover sheet giving the title of the Special Subject, your candidate number, and the titles of the essays. Each essay should also have on its front page the number and title of the Special Subject, and your candidate number.

The cover sheet/submission form is available at https://weblearn.ox.ac.uk/portal/site/humdiv:modlang > Examination Conventions and Regulations

3.5 LECTURES
The Modern Languages lecture list is published each term and is available on WebLearn, together with other resources, via this link: https://weblearn.ox.ac.uk/portal/site/humdiv:modlang. The list will be updated with any late changes to times or rooms.
You should also keep an eye on the Special Lecture list published in the 0th week issue of the University Gazette, and lecture lists of other faculties for lectures that may interest you.  
https://www.ox.ac.uk/students/academic/guidance/lectures

University lectures are normally open to all students. The lectures cover both core material and specialised subjects, and are designed to complement the teaching available through tutorials and classes. Any late changes to times or rooms will be posted here.

You are strongly advised to attend all the Prelims lectures for your course as they are tightly tied in with the papers you are studying; your examiners will assume that you have done so. If you are doing a Joint School and have clashes between core teaching for the other subject and your language’s Prelims lectures, you may access the latter via Lecture Capture (see below).

In lectures, don’t try to take down everything the lecturer says. You may easily lose the overall direction of the argument. Only make notes of those points that seem genuinely important to you. You may find it better to take very few notes at all, but to get into the habit of listening, and then write yourself a brief summary after the lecture is over. Obviously, this won’t work if it’s a lecture in which a good deal of information is being given – but a densely factual lecture is often supplemented by a handout giving the crucial facts/references, leaving you free to concentrate on the argument.

Lectures for the Final Honour School complement your tutorial work (for instance, offering background context, related materials, critical approaches, aspects of analysis, etc.), but are not necessarily tightly tied in with a particular paper – lecturers may offer an indication on the Lecture List of pertinent papers to which a course of lectures may apply. It is also quite normal for them not to be taking place at the same time as your tutorials in the area. Flexibility is needed in your consideration of the Lecture List, looking ahead in some cases (e.g. lectures taking place in MT on a paper that you are taking in TT), being selective in others (e.g. using the lecture ‘blurbs’ to determine which lectures in a given series are most relevant), prioritising your choice of what to attend. Some clashes are inevitable, given the very many combinations of languages and subjects that students are taking as their Modern Languages or Joint Schools degree.

Lecture Capture

For the University’s policy on the recording of lectures by students, see https://academic.admin.ox.ac.uk/policies/recording-lectures-other-teaching-sessions#collapse1004516

In compliance with the Equality Act 2010, the Faculty seeks to make lecture recordings available to students who have been recommended permission to record lectures as a reasonable adjustment for disability (as part of a Student Support Plan established by the Disability Advisory Service). It has also been agreed that – in exceptional circumstances – permission to access existing recordings maybe granted by agreement by the Chair of the Faculty Board, and Director of Undergraduate Studies. Additionally, as the Faculty’s system of reserved lecture slots ensures that no clash occurs between Prelims lectures in Modern Languages, Joint Schools students who encounter a clash as a result of core teaching for your other subject being scheduled at the same time as a Prelims reserved lecture slot for your language may also access recordings. The Faculty’s policy may be found on WebLearn: https://weblearn.ox.ac.uk/portal/site/humdiv:modlang > ‘Lecture Lists and What’s On’.
3.6 STUDENT FEEDBACK ON LECTURERS
You will be invited to fill in questionnaires about each series of lectures you attend.

They are available for submission online on the Modern Languages website at https://hermes2.mml.ox.ac.uk/lectures/index.php. A paper version can also be made available on request.

The feedback questionnaires are passed to the lecturers concerned via the Faculty Administrator, and may also be read by the Director of Undergraduate Studies and Chair of the Faculty Board. Any major issues raised in the questionnaires are discussed by the Chair with the lecturer; this may lead to changes in emphasis or in how lectures are delivered. Positive comments may be used to support Faculty or University schemes for rewarding outstanding teaching.

3.7 TUTORIALS
Your essay work will usually be focused on tutorials and you will be expected to bring to the tutorial a knowledge of the reading set and any written work required, and to come prepared to think and to discuss.

Classes or seminars are offered where the material to be covered is more suited to medium-sized group work, more interactive than lectures, but less personal than tutorials. Language work is usually done in classes.

Just as the Faculty collects your feedback on lecturers, so colleges will collect your feedback on tutors.

3.8 LANGUAGE INSTRUCTORS
There are University Language Instructors in French, German, Italian, Portuguese, Spanish, Russian, and Modern Greek, who work for the Modern Languages Faculty and the Language Centre. Each year, the Language Instructor organises a range of courses tailored specifically for students reading Modern Languages: the precise nature of these will vary between languages, but they typically cover: grammar, oral work, aural comprehension, and the writing of essays in the foreign language. These classes are advertised on the termly Lecture List.

3.9 LIBRARIES
3.9.1 The Taylor Institution Library – The University of Oxford’s centre for Modern Languages. The Taylor Institution is the University of Oxford’s centre for medieval and modern continental and world European languages and literatures. It has been at the heart of modern languages teaching, research and debate since the 1840s, when the original building, with its splendid neo-classical design, first opened. Its teaching and library spaces were substantially increased by an Art Deco extension, opened by the future King Edward VIII in 1932.

The Taylor Institution Library, or ‘Taylorian’, holds what is probably the most extensive Modern Languages collection in the U.K. With over 700,000 items of stock, it is one of the University’s major libraries. It consists of a Research Collection, which is used by scholars from not only Oxford but the global academic community, and a Teaching Collection, primarily for undergraduate use. (Please note that around half of the library’s stock is held at the Bodleian Libraries’ offsite Book
Storage Facility; these items can be ordered via SOLO, the University's online catalogue; if ordered before 10.30 a.m. on a weekday, items should arrive in the early afternoon of the same day.)

The Taylorian holds primary and secondary literature in all the main European languages, including French, German, Italian, Portuguese, Spanish, Slavonic languages and Modern Greek, as well as the languages and literature of modern Latin America, Canada, and North and sub-Saharan Africa. It also holds collections of less commonly studied languages, such as Celtic, Yiddish, and Afrikaans. It houses the collections for Linguistics and Philology, Film Studies and Women’s Studies. There are important older collections in fields such as the Enlightenment and Futurism, as well as Albanian and Basque, and other special collections.

The Taylor Institution Library has an international reputation which is based on the remarkable content and range of its stock as well as on the quality of the bespoke service it provides to readers. The Library has subject specialists for individual languages, linguistics, film studies and women’s studies who are available to give advice on library resources and collections: https://www.bodleian.ox.ac.uk/taylor/about/contact/staff. Extensive e-resources, e-books and e-journals, are available via the University’s online catalogue: http://solo.bodleian.ox.ac.uk. Links to online guides for all the language collections appear on the Library’s website: https://libguides.bodleian.ox.ac.uk/modern-languages.

Opening hours and access

Normal opening hours:
Weekdays 9 a.m. – 7 p.m., Saturdays 10 a.m. – 4 p.m.

August only hours:
Weekdays 9 a.m. – 5 p.m., Saturdays 10 a.m. – 4 p.m.

Exceptions to the above are the Library’s closed periods: one week at Christmas; Good Friday through to Easter Monday; one week following the late summer bank holiday; the two days of St Giles’ Fair at beginning of September.

Any changes to these opening hours will be posted on the Library’s website and social media: https://www.bodleian.ox.ac.uk/taylor; https://twitter.com/TAYOxford; https://www.facebook.com/Taylor-Institution-Library-Oxford-115880288429604.

The building has an access ramp, passenger lifts, an accessible lavatory and height-adjustable desks. Further information about access can be found on the Library’s website: https://www.bodleian.ox.ac.uk/taylor/using-this-library/disabled-access.

Borrowing

On producing a valid University Card, registered undergraduates may borrow items from the Teaching Collection and Research Collection as well as film and audio, according to the limits outlined below. Three renewals may be made online for Research Collection items, and seven for Teaching Collection items. Books may be reserved by other readers. Fines for late return are imposed (in line with, and at the same rates as, other Bodleian libraries) and payment will be requested for replacement of any books which are lost, damaged or defaced. The Taylor Institution Library Teaching Collection provides materials for undergraduate and taught postgraduate courses, including European Film Studies. It covers all the European languages
studied at Oxford at undergraduate level, i.e., French, German, Italian, Portuguese, Spanish, Slavonic languages and Modern Greek. There is also a ‘General’ section, for general Linguistics and general criticism. The Teaching Collection holds almost all the books recommended for undergraduate courses, including multiple copies of many essential texts, which may be borrowed, as well as magazines and newspapers. It holds an excellent collection of videos and DVDs, most of which are borrowable. The reading room provides dictionaries, grammar manuals and other reference material. Facilities include a film viewing room, networked self-service photocopying and scanning, and lockers that can be rented annually.

A global item limit exists for each reader category (undergraduate etc). Within this limit readers can borrow ANY combination of material from the item categories (Main library books [Research Collection items], Undergraduate books etc). Each item category also has its own limit which may not be exceeded.

<table>
<thead>
<tr>
<th>Item Category</th>
<th>Nº items</th>
<th>Nº days</th>
<th>Nº renewals</th>
<th>Fines per day</th>
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</thead>
<tbody>
<tr>
<td>Research Collection Books</td>
<td>8</td>
<td>7 days</td>
<td>3</td>
<td>20p</td>
</tr>
<tr>
<td>Undergraduate Books</td>
<td>12</td>
<td>7 days</td>
<td>7</td>
<td>20p</td>
</tr>
<tr>
<td>Teaching Collection Films (DVDs/Blu-rays/VHS)</td>
<td>4</td>
<td>2 days</td>
<td>2</td>
<td>£1</td>
</tr>
</tbody>
</table>

**Undergraduate students of the University – GLOBAL LIMIT: 20**

<table>
<thead>
<tr>
<th>Item Category</th>
<th>Nº items</th>
<th>Nº days</th>
<th>Nº renewals</th>
<th>Fines per day</th>
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</thead>
<tbody>
<tr>
<td>Research Collection Books</td>
<td>12</td>
<td>56 days</td>
<td>3</td>
<td>20p</td>
</tr>
<tr>
<td>Undergraduate Books</td>
<td>18</td>
<td>14 days</td>
<td>7</td>
<td>20p</td>
</tr>
<tr>
<td>Teaching Collection Films (DVDs/Blu-rays/VHS)</td>
<td>6</td>
<td>7 days</td>
<td>2</td>
<td>£1</td>
</tr>
</tbody>
</table>

**Privileged readers (as registered through the Accessible Resources Unit, Bodleian Libraries) – GLOBAL LIMIT: 30**

Full information on borrowing and all reader categories is on the Library’s website: https://www.bodleian.ox.ac.uk/taylor/using-this-library/borrowing.

### 3.9.2 The Bodleian Library

The Bodleian Library is also extensively used by modern linguists, especially for UK publications. It is not a lending library. For full details, see: http://www.bodleian.ox.ac.uk/bodley.

### 3.9.3 College and other Libraries

Certain college libraries also have rich holdings in modern languages, for example, Jesus College for Celtic. Though you would not normally expect to be able to use the libraries of colleges other
than your own, all Bodleian libraries are open to you, and the majority of Oxford library holdings are now listed on SOLO, the online catalogue. For further information on all Bodleian libraries see http://www.bodleian.ox.ac.uk.

3.9.4 Catalogue
The online catalogue of Oxford libraries is called SOLO, see http://solo.bodleian.ox.ac.uk. For detailed information about searching SOLO, please consult the following online guide: http://ox.libguides.com/solo.

You will need your University card to access the Taylorian and the Bodleian.

3.9.5 Electronic Media and IT Facilities
Electronic media are widely accessible and used at Oxford. In addition to the holdings of the Oxford libraries and the Language Centre various types of material of use for language learning are available over the internet. Access to the internet will be available to you in your college, via computer terminals in the Taylor Institution Library and through Wi-fi in Faculty buildings.

Most colleges have a computer room, including access to printing and scanning facilities. The University IT Services at 13, Banbury Road is open to all students; you will need your University Card. Further information is available on the IT Services website: https://www.it.ox.ac.uk/ or via the Oxford Students website: https://www.ox.ac.uk/students/life/it

3.10 OTHER INSTITUTIONS HELPFUL TO YOUR LEARNING EXPERIENCE

3.10.1 LANGUAGE CENTRE
The Language Centre, at 12 Woodstock Road, is the University’s home for all students, academic and professional staff who want to improve their language skills.

It offers teaching across 11 modern languages and Academic English - from intensive short courses to in-depth three-term programmes, and from daytime to evening. You can choose from a variety of modern languages including Arabic, Dutch, French, German, Italian, Japanese, Mandarin, Modern Greek, Portuguese, Russian and Spanish. If English isn’t your first language, Academic English courses can help you improve your academic writing and communication - building your skills and increasing your confidence.

The Language Library has multi-media materials available to borrow in over 200 languages and space for you to study. The Language Centre website provides many online resources to enhance your language learning.

For more information and opening hours consult the Centre website www.lang.ox.ac.uk.

3.10.2 MAISON FRANÇAISE
The Maison Française in Norham Road is a French cultural centre affiliated to the University and C.N.R.S. and funded by the French Government. It organises the showing of French films during term and also maintains an excellent library of newspapers, magazines, books, CDs and DVDs. The Maison Française also organises academic seminars on a variety of subjects during term, which undergraduates are most welcome to attend. The Maison Française library is free of charge for books and audio; you may be charged a subscription for some media. More information is on their website: http://www.mfo.cnrs.fr
3.10.3 PORTUGUESE CENTRE

The Instituto Camões Centre for Portuguese Language, at 41 Wellington Square, is a cultural centre run jointly by the Faculty of Modern Languages and the Instituto Camões, the cultural arm of the Portuguese government. It was established in 2001 to provide facilities for learners of Portuguese in and beyond the University, and to establish a centre for research in Portuguese history and culture. Its programme of activities includes lectures, films, and cultural events. It has a reference library with particular strength in Portuguese history, and advanced multimedia teaching aids. The Centre is generally open during weekdays in term, and can be used without charge by any member of the University. Potential users are advised to telephone in advance ((2)74709) or email clpic-oxford@mod-langs.ox.ac.uk. A University card is needed for direct access to the Centre.

3.11 YEAR ABROAD

3.11.1 Role

The Faculty subscribes to the benchmark statement about the role of the Year Abroad made by the Quality Assurance Agency in its subject benchmark statement for courses on languages, cultures and societies (see http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-languages-cultures-and-societies-15.pdf?sfvrsn=2098f781_12).

A compulsory year abroad makes ‘a significant, and often essential, contribution to the development and enhancement of knowledge, understanding and skills in linguistic and socio-cultural studies. Such residence may involve periods of study in target language communities, academic exchanges, work placements or assistantships, as circumstances permit. It contributes experiences and contacts that can be valuable in subsequent careers. It also encourages intercultural awareness and capability, qualities of self-reliance and other generic skills. These further enable graduates to become mobile and transnational citizens in the global environment.’

3.11.2 Objectives of the Year Abroad

a. To provide opportunities for, and stimulate contact with, competent speakers of the target language(s)
b. To optimise the opportunities for linguistic progress, for the development of cultural insight and for academic and personal development resulting from extended contact with the target language environment
c. To enable students to reflect on and develop their own language learning skills and techniques
d. To develop intercultural understanding awareness

3.11.3 Year Abroad within the course framework

a. Oral skills. In addition to the general contribution of the Year Abroad, students should note how specifically it fits into their course. The Year Abroad is the part of the course that most fully contributes to the development of oral skills. Oral classes provided in the first and second years of the course aim to give students a degree of confidence that will allow them to survive with linguistic independence during their Year Abroad. Oral classes in the final year build on the significant increase in confidence and linguistic range that will have developed during the Year Abroad and prepare students for the more formal presentational and listening skills that are tested in the Oral Examination of the FHS. These are high-level skills for which a significant time spent speaking the language abroad is an essential foundation.
b. Other skills. All other aspects of a student’s work for the course are expected to develop during the Year Abroad. But which aspects will develop, to what extent, and how are determined by the particular student’s need, and this need is dependent upon the course options that the student has made. For instance, if you are reading for a joint school and doing a compulsory dissertation, or if you are offering an optional dissertation, you will need to make the preparatory reading and thinking for that a significant part of your intellectual development during your year. Alternatively, you may concentrate on doing extra reading for the subjects you have studied during your second year; or, instead, concentrate on reading ahead for the new work you will do in the final year. Probably you will undertake a mixture of academic activities along these lines. The Examination Regulations require you to agree with your College Tutor a programme of activities for your development whilst you are abroad, and this form has to be submitted to the Faculty Year Abroad Officer before the end of your second year:

https://weblearn.ox.ac.uk/access/content/group/b25fcf31-6bb3-4051-94fc-a1286d230ade/ya_forms.html

3.11.4 Year Abroad Formal Requirement
According to the Examination Regulations for European languages in all Final Honour Schools (Except European and Middle Eastern Languages, where students typically spend the second year of their course abroad in a country where the Middle Eastern language is spoken):

“Candidates will be required to spend, after their matriculation, a year of residence in an appropriate country or countries, and to provide on their entry form for the examination a certificate that they have done this, signed by the Head or by a tutor of their society. Candidates wishing to be dispensed from the requirement to undertake a year of residence abroad must apply in writing to the Chair of the Medieval and Modern Languages Board, 41 Wellington Square, Oxford, OX1 2JF, stating their reasons for requesting dispensation and enclosing a letter of support from their society.

Candidates should during this year abroad undertake a programme of activity acceptable to their college or society. They will also be expected to carry out during this period such academic work as their society may require. Candidates will agree with their College Tutor in advance of their year abroad an independent course of study to be followed during that period.

It is strongly recommended that candidates offering two languages who spend their year abroad in a country or countries of one of the languages only should in addition spend between their matriculation and examination at least four weeks in a country of the other language”

3.11.5 Dispensation from the Year Abroad Requirement
Students wishing to be dispensed from the requirement to undertake a year of residence abroad must apply in writing to the Chair of the Faculty Board (via Catherine Pillonel, Undergraduate Studies Administrator: catherine.pillonel@mod-langs.ox.ac.uk), stating their reasons for requesting dispensation and enclosing a letter of support from their college. See the code of practice on exemption from the Year Abroad:

https://weblearn.ox.ac.uk/access/content/group/b25fcf31-6bb3-4051-94fc-a1286d230ade/Documents/YA%20Dispensation%20Code%20of%20Practice.pdf

3.11.6 Curtailment of the Year Abroad
All students of Modern Languages (including Joint Schools) are required to spend a year (i.e. a period of not less than 24 weeks) in an appropriate country during their time registered as a student. If, for pressing and unexpected reasons, students on their Year Abroad wish to curtail their residency abroad in such a way that they will not have completed 24 weeks of residency abroad, they must, after consultation with their subject tutor(s) in college, write a letter explaining the reasons to the Chair of the Faculty Board (via the Undergraduate Studies Administrator: catherine.pillonel@mod-langs.ox.ac.uk), asking the Senior Tutor of their college to write in support to the same address at the same time, including any relevant supporting evidence (e.g. a letter from a G.P.). The Chair of the Faculty Board will convene a Curtailment Panel consisting of the Director of Undergraduate Studies, the Year Abroad Officer of the relevant sub-faculty(ies), and the Undergraduate Studies Administrator. After consideration of the case, the Panel may either deem the student to have satisfied the Year Abroad requirement, or dispense the student from completing the requirement, or suggest that the student consider suspending status, in consultation with their college, and complete the requirement at a later date. The decision of the Panel will be communicated to the student and the student's college by the Undergraduate Studies Administrator. If a student is unhappy with the decision, they may request an explanation of the assessment. They may formally appeal against the decision by writing to the Chair of the Faculty Board within one month of the date the original decision was communicated to the student. A reassessment of the application may be requested only if the student is able to provide further information not available at the time of the original application. If the student remains unhappy with the decision after the appeal process within the Faculty, the case may be referred to the Educational Standards and Policy Committee, whose decision will be final.

3.11.7 Planning for the Year Abroad
The Faculty has a very useful webpage, which all students should consult when planning their year abroad with their college tutors:
https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/modlang/year_abroad
It gives much language-specific information as well as practical information, including advice about exchanges the Faculty maintains with universities abroad, application to other universities abroad, advertisements for internships and other opportunities. It also includes a very useful database of information from previous students about their experiences abroad:
https://hermes2.mml.ox.ac.uk/yrabroad/index_student.php
In addition to this information, Sub-faculties hold meetings about the year abroad in Michaelmas Term for the benefit of those about to make plans. These are advertised on the Faculty Lecture List.

3.11.8 Important documentation for the Year Abroad
You will be required to complete the following forms in advance of your Year Abroad:
- A Year Abroad Agreement Form (explained in 3.11.3 (b) above), confirming that your college tutor approves of your plans, and that you have agreed to a suitable course of work to be undertaken during the year;
- A Risk Assessment Form, also completed in conjunction with your College Tutor; it is important that students plan ahead to consider all aspects of their health, safety and well-being for the Year Abroad. You should consult the resources available under ‘Health and Safety on your Year Abroad’ at https://weblearn.ox.ac.uk/portal/site/humdiv/modlang/year_abroad, and attend the pre-Year Abroad preparation session offered by the Faculty in Trinity Term before you depart.
- An Erasmus Learning Agreement Form (for those students with planned activities supported by Erasmus+; but see also 3.11.10, below)

And, at the beginning of your final year, you will have to complete a Year Abroad Report Form, also in conjunction with your College Tutor, which includes a retrospective consideration of your Year Abroad and the extent to which you have met the objectives of the year. All the above forms are available at: https://weblearn.ox.ac.uk/access/content/group/b25fcf31-6bb3-4051-94fc-a1286d230ade/ya_forms.html

The Year Abroad Agreement and Report Forms are used by the Faculty to monitor that the Year Abroad requirement of the course is being satisfied. This is done at the 6th week Michaelmas Term meeting of the Undergraduate Studies Committee, which will also consider any issues relating to the Year Abroad that have been drawn to the attention of the Faculty Year Abroad Officer or the Director of Undergraduate Studies by students whether in these forms, or in the Year Abroad Database, on which returning finalists are encouraged to make comments, or in the student-led annual questionnaire.

3.11.9 Advice and Help

In addition to information on the website and at formal meetings, you should feel free to consult Sub-Faculty Year Abroad Officers (whose names can be found under ‘Contacts’ at https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/modlang/year_abroad), and you should definitely consult your College Tutor. Your College has formal responsibility for approving your plans to meet the Year Abroad requirement, and all College approvals are monitored by the Faculty through the use of the Year Abroad Agreement and Report Forms.

You may need assistance while you are abroad. Your first point of contact should be your College Tutor. In an emergency, you should contact your College Tutor or Senior Tutor via your Porters’ Lodge. You may also contact the Faculty Year Abroad Officer (year-abroad@mod-langs.ox.ac.uk) who will report any issues arising from Year Abroad experiences (anonymously) to the Faculty’s Undergraduate Studies Committee for its consideration. The Faculty Year Abroad Officer will write on a periodic basis to all students on their Year Abroad to remind them of sources of advice and help available, and in particular to invite applications for hardship and other funding. Consult the information under ‘Forms and finance’ regarding eligibility and applications. https://weblearn.ox.ac.uk/access/content/group/b25fcf31-6bb3-4051-94fc-a1286d230ade/ya_forms.html

Special assistance apart, you should make a general point of keeping your College Tutor informed regularly of the progress of your year

3.11.10 Some specific options for the Year Abroad

If you choose to go to France, Belgium, Austria, Germany or Switzerland, Italy, Spain, Portugal or certain countries in Latin America or South America, you may apply to be an English-language assistant in a local school: you make the application to the British Council under your tutor’s guidance around the end of the first term of your second year via the British Council website: https://www.britishcouncil.org/study-work-abroad/english-language-assistants

Alternatively, you can apply to follow a course at a university or organise employment in the country concerned, as long as it has the approval of your college. British Council assistantships, certain university courses and some traineeships may benefit from Erasmus status, which means that you receive a modest placement grant; this is currently under review in light of the UK’s decision to leave the EU. In the event that funding is not made available through the European Commission or the UK government for Erasmus+ activity, the University has committed to funding exchange activity required as a compulsory part of an undergraduate degree programme on the
same basis. Information regarding the Erasmus+ programme will be updated at https://www.ox.ac.uk/students/fees-funding/international/erasmus as soon as it is announced.

All Home/EU students are currently required to pay 15% of the maximum tuition fee. Overseas students continue to pay half their full-time tuition fee. For more information on Year Abroad finance, see under ‘Forms and finance’ at https://weblearn.ox.ac.uk/portal/site/humdiv:modlang:year_abroad

Several sub-faculties currently have university exchange links with continental European universities. For details and information on how to apply, see under ‘Guidance for specific languages’ at https://weblearn.ox.ac.uk/portal/site/humdiv:modlang:year_abroad

For ways of spending the year abroad in Poland, see the Polish FHS handbook.

If you are studying two languages and not splitting your year abroad, you are encouraged to spend as much time as possible in a country in which your ‘other’ language is spoken (e.g. a good part of a long vacation), and it is possible to attend summer schools in the relevant countries: your subject tutors will be able to give guidance. Funds may be available from your college to help you finance such a course. If you want to spend your year abroad in a country outside the European Union, you are strongly advised to consult the Foreign and Commonwealth Office website (www.fco.gov.uk) for information.

3.11.11 Insurance
Students are required to take out the relevant health and travel insurance to cover their year abroad – see under ‘Travel Insurance’ at https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/modlang/year_abroad

3.12 PRIZES AND AWARDS FOR STUDENTS
The Faculty is responsible for awarding a number of Prizes in Modern Languages or specific Languages. Students will receive periodic emails about these and how to apply, but are also encouraged to inform themselves about them: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/modlang/ug_prizes

Any queries should be addressed to prizesandawards@mod-langs.ox.ac.uk

3.13 AFTER YOUR DEGREE
Students with degrees in Modern Languages go to pursue hugely diverse career options: further academic work, teaching, the arts, government administration, charity work, retail, finance, law, consultancy, even medicine.

Comprehensive careers advice and guidance is available from the Oxford University Careers Service, and not just while you are here: our careers support is for life. We offer tailored individual advice, job fairs and workshops to inform your job search and application process, whether your next steps are within academia or beyond. You will also have access to thousands of UK-based and international internships, work experience and job vacancies available on the Careers Service website (www.careers.ox.ac.uk)
4 ASSESSMENT

The University formally assesses your progress in the First Public Examination. It is pass, fail or distinction. Then there is a final summative assessment in the Second Public Examination, which, for the vast majority of students, results in a classified Honours degree. Your work, however, is being assessed on a weekly basis throughout your course, but informally and formatively (i.e. in which a way which does not count towards your overall degree outcome).

4.1 FEEDBACK ON YOUR WORK
The informal assessment of your work comes in the form of feedback you receive from tutors: corrections to your language work, comments on literary or linguistic assignments, and end-of-term reports via OxCORT (the Oxford Colleges On-line Reports for Tutorials system). It is hard to imagine a University where the teaching system offers you more feedback than in Oxford. You will be receiving feedback on your work every week, sometimes written and sometimes oral, in classes and tutorials. This constant feedback is an embedded feature of the tutorial system, and the core of the teaching and learning experience in Oxford. It goes without saying that you should feel free to engage with your tutor over this feedback, and you should certainly ponder it and use it to improve future pieces of work. You will also find that, in classes and tutorials, you receive feedback from other students, too. It can be very illuminating to see how your peers respond to your work. In addition to these kinds of feedback, college tutors will set collections (college examinations) at the beginning of some terms to help you see your progress in examination conditions and to practise examination technique in advance of the formal University examinations. You can always approach your tutors to discuss your progress at any time.

4.2 PLAGIARISM
This is the University’s definition of plagiarism:

Plagiarism is presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

The University has an online course to help understand plagiarism and develop strategies for avoiding it: https://weblearn.ox.ac.uk/portal/hierarchy/skills/plag

For the Oxford Students Website guidance on plagiarism, see http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

These are some Faculty-agreed guidelines; these are particularly directed towards Finalists, but may be useful to you from the start:

1. Plagiarism is the use of material in one document appropriated from another source or from other sources with the intention of passing it off as one’s own original work. Plagiarism may take the form of unacknowledged quotation or substantial paraphrase. Sources of material include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others. The Proctors regard plagiarism in written
examinations or in essays submitted for examination as a serious form of cheating for which offenders can expect to receive severe penalties.

2. Your essays will inevitably sometimes involve the use and discussion of critical material written by others with due acknowledgement and with references given. This is standard critical practice and can be clearly distinguished from appropriating without acknowledgement and presenting material produced by others as your own, which is what constitutes plagiarism. If you employ good working habits in preparing your weekly essays and extended essays, there is little danger that you will be accused of plagiarism unjustifiably.

3. When you are writing your essay, always make sure that you identify material quoted from critics or ideas and arguments that are particularly influenced by them. If you are substantially indebted to a particular critic’s arguments in the formulation of your materials, it may not be enough to cite his or her work once in a footnote at the start or the end of the essay. Make it clear, if necessary in the body of your text, the extent of your dependence on these arguments in the generation of your own - and, ideally, how your views develop or diverge from this influence.

4.3 EXAMINATIONS
Examination Conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and the resulting marks will be used to arrive at a final result or classification. They include information on the rubrics of question papers, marking scales, grading criteria, scaling of marks, penalties for late submission. Sometimes such information is directly embedded into the conventions; other times, it is provided in links.
Marking Descriptors provide the mark scheme, setting out the criteria used by exam markers to award marks across different types of assessment (translation, literature essays, Extended Essay, etc.).

4.3.1 Examination Conventions and Marking Descriptors
Consult the Examination Conventions and Marking Descriptors for the Modern Languages Prelim and FHS of Modern Languages at
https://weblearn.ox.ac.uk/access/content/group/modlang/general/exams/examination_regulations_and_conventions.html
Consult the Examination Conventions for the Joint Schools – both Prelims and FHS – at:
https://weblearn.ox.ac.uk/access/content/group/modlang/general/joint_schools/index.html

4.3.2 Rubrics and Past Examination Papers
The Conventions include a link to the rubrics and setting conventions for all the question papers, consultable here:
https://weblearn.ox.ac.uk/access/content/group/modlang/general/exams/examination_regulations_and_conventions.html
As part of their preparation for examinations, students should consult past papers, but should be sure to check with their tutors that the syllabus and format has not changed. Consultable here:
https://weblearn.ox.ac.uk/portal/hierarchy/oxam
In the case of papers being sat for the first time, students should be able to consult a specimen paper on the Faculty website:
https://weblearn.ox.ac.uk/access/content/group/modlang/general/exams/index.html
4.3.3 Entering for Examinations
For information about entering for University examinations, consult:
http://www.ox.ac.uk/students/academic/exams/entry
For information about applying for alternative arrangements or adjustments for sitting examinations in response to particular needs or circumstances, consult:
http://www.ox.ac.uk/students/academic/exams/arrangements

4.3.4 Examination Dates
The Modern Languages papers in the Preliminary Examination are taken in weeks 8 and 9 of Trinity Term. Those in the Final Honour School are taken in weeks 5 and 6 of Trinity Term, except that the oral part of the examination takes place in 0th week of Trinity Term.
For more information about dates and timetables, see:
http://www.ox.ac.uk/students/academic/exams/timetables

4.3.5 Sitting your Examination
Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any circumstances that may have affected your performance before or during an examination (such as illness, accident or bereavement), are available on the Oxford Students website:
http://www.ox.ac.uk/students/academic/exams/guidance
There is also an opportunity to sit a mock examination in full examination conditions:
http://www.ox.ac.uk/students/academic/exams/mocks

4.3.6 Internal and External Examiners and Reports on Examinations
External examiners are involved in the process of Final Honour School examining. Their names are advertised in the Examination Conventions (link above), which are revised annually. They also write reports which you can read along with the reports of internal examiners. The latter also write reports on the First Public Examination. These reports can be very helpful to students preparing for examinations. Recent reports can be consulted here:
https://weblearn.ox.ac.uk/access/content/group/modlang/general/exam_reports/index.html
Although the names of both internal and external examiners are published in the Examination Conventions, students are strictly prohibited from contacting examiners about the examination. Any formal communication must go through the Senior Tutor of the student’s college to the Proctors. College tutors can advise on this process. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see below, Section 6.2).

5 STUDENT REPRESENTATION, EVALUATION, FEEDBACK TO US

5.1 Undergraduate Joint Consultative Committee
There is a Joint Consultative Committee comprising student representatives of all languages and Joint Schools courses and academic staff. It has a staff (‘Senior’) Chair (the Faculty’s Director of Undergraduate Studies) and a student (‘Junior’) Chair. For current membership, see https://weblearn.ox.ac.uk/portal/site/humdiv/modlang (‘Undergraduates > ‘JCC and Committees’).
The JCC meets termly to discuss any matters of concern to students. The JCC also has representation at Sub-Faculty meetings, the Undergraduate Studies Committee, the Modern Languages Committee on Library Provision and Strategy, and Modern Languages Faculty Board, which has overall responsibility for Modern Languages. There are also more formal arrangements
for referral of matters higher up the University administration if this Faculty framework cannot address student concerns.

Minutes of the JCC meetings can be found on the Faculty website https://weblearn.ox.ac.uk/access/content/group/modlang/general/jcc%20and%20committees/jcc/index.html

5.2 Division and University Representation
Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (Oxford SU). Details can be found on the Oxford SU website along with information about student representation at University level: https://www.oxfordsu.org/education/representation/

5.3 Feedback to Us on Your Experience
In addition to your feedback on your lecturers and tutors (mentioned in 3.5 above) and your tutors’ weekly feedback on your own work, there are other important kinds of feedback which the Faculty considers at the Joint Consultative Committee, the Undergraduate Studies Committee and the Faculty Board:
- the students on the JCC organise an annual undergraduate student survey specifically designed to elicit reaction to and report on our courses;
- the Student Barometer provides us with an annual survey of the views of students not in their final year. It surveys students on all aspects of their course (learning, living, pastoral support, college). Previous results can be viewed by students, staff and the general public at: https://www.ox.ac.uk/students/life/student-engagement;
- the National Student Survey provides an annual survey of the views of finalists. Results from previous NSS surveys can be found at: http://unistats.com

We hope that you will take a little time to complete relevant surveys when asked to do so, since the results are very helpful to us.

6. SUPPORT, COMPLAINTS, APPEALS, POLICIES

6.1 Support
Every college has their own systems of support for students. Please refer to your College website for more information on whom to contact and what support is available. Details of the wide range of sources of support available more widely in the University are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

Of course everyone hopes that your time at Oxford will be trouble-free and productive. But difficulties do occur, and experience shows that the sooner they are tackled the better the outcome. You may suffer from illness, or pressure of work, or wish seriously to consider changing course. Although your problems will feel unique to you, they will probably not be new to an institution the size of Oxford. Your College tutor will normally be the first person you should talk to about such things, though all colleges have others to whom you can turn for advice and help. The University Counselling Service (https://www.ox.ac.uk/students/welfare/counselling (2)70300) is very experienced in handling the problems that students encounter at Oxford, as is the student-run Nightline service (http://oxfordnightline.org (2)70270).
The University has a clear policy on inappropriate behaviour which is enshrined in a Policy and Procedure (https://www.admin.ox.ac.uk/eop/harassmentadvice/policyandprocedure), part of which states: “Harassment may be broadly understood to consist of unwarranted behaviour towards another person, so as to disrupt the work or reduce the quality of life of that person, by such means as single or successive acts of bullying, verbally or physically abusing or ill-treating them, or otherwise creating or maintaining a hostile or offensive studying, working or social environment for them.” Unacceptable forms of behaviour can include sexual harassment, racial or religious abuse, and comments about sexual orientation. Harassment is a disciplinary offence. The abuse of a position of authority (for example that of a tutor) is an aggravating feature of harassment. For information on sources of help and advice, consult https://www.ox.ac.uk/students/welfare/harassment

The Faculty of Medieval and Modern Languages seeks to provide a supportive and positive work environment for all its members and is fully committed to the implementation of the University Policy and Procedure. The Faculty has Confidential Advisers who can give advice to its members and may be able to resolve the problem; for 19-20, these are Prof Jane Hiddleston (jane.hiddleston@mod-langs.ox.ac.uk) and Prof Jonathan Thacker (jonathan.thacker@mod-langs.ox.ac.uk).

Most colleges have similar posts; if the cause of the problem is within your own college, the Faculty does not have jurisdiction, and you should consult your personal tutor, college dean or another college officer with pastoral responsibilities, the Common Room Welfare or Equal Opportunities Officer, or a student Peer Supporter in your college who has been carefully selected and trained to offer support and advice. Colleges have their own harassment policies; see https://www.admin.ox.ac.uk/eop/harassmentadvice/collegeharassmentpolicies

Whatever your problem, somebody in the University will know how to help you. Don’t let difficulties build up: please talk to someone.

The University has three offices, the two Proctors and the Assessor, held by members of the colleges in rotation for one year at a time, who have a University-wide role of ombudsman. The Proctors have particular responsibility for University student discipline and formal complaints, while the Assessor is concerned with student welfare and support. You should refer to the University Student Handbook (formerly known as the Proctors’ and Assessor’s Memorandum) for information about such matters: http://www.proctors.ox.ac.uk/handbook/handbook

6.2 Complaints and Appeals

The University, the Humanities Division and the Modern Languages Faculty all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent. Nothing in the University’s complaints procedure precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution. Many sources of advice are available within colleges, within faculties/departments and from bodies like the Student Advice Service provided by Oxford SU, or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through the Joint Consultative Committees (see above, 5.1) or via student representation on the faculty’s
Complaints
If your concern or complaint relates to teaching or other provision made by the faculty/sub-faculty, then you should raise it with the Director of Undergraduate Studies c/o catherine.pillonel@mod-langs.ox.ac.uk. Within the faculty, the officer concerned will attempt to resolve your concern/complaint informally.
If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors’ webpage (http://www.proctors.ox.ac.uk/complaintsandacademicappeals), the Student Handbook (http://www.proctors.ox.ac.uk/handbook/handbook) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml)
If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor or Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals
An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.
For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.
As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors’ webpage (http://www.proctors.ox.ac.uk/complaintsandacademicappeals), the Student Handbook (http://www.proctors.ox.ac.uk/handbook/handbook) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml)

Please remember in connection with all the academic appeals that:
• The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
• The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate’s performance.
• On no account should you contact your examiners or assessors directly.

6.3 Policies and Regulations
The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website: http://www.ox.ac.uk/students/academic/regulations
7. EQUALITY AND DIVERSITY AT OXFORD

“The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected." (Equality Policy 2013: http://www.admin.ox.ac.uk/eop/policy/equality-policy)

Oxford is a diverse community with staff and students from over 140 countries, all with different cultures, beliefs and backgrounds. As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the ‘protected characteristics’ of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief and sexual orientation. Visit our website for further details or contact us directly for advice: www.admin.ox.ac.uk/eop or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University’s Harassment and Bullying policy and the support available for students visit: www.admin.ox.ac.uk/eop/harassmentadvice

There is a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: www.admin.ox.ac.uk/eop/religionandbelief/faithsocietiesgroupsorreligiouscentres

Student Welfare and Support Services

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: www.ox.ac.uk/students/shw/das

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: www.ox.ac.uk/students/shw/counselling

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU Student Advice Service and Nightline. For more information visit: www.ox.ac.uk/students/shw/peer

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: https://www.oxfordsu.org/communities/campaigns/

There is a wide range of student clubs and societies to get involved in - for more details visit: