St Andrews Conversion Diploma

in Philosophy

Handbook 2023 - 2024

Contents

Welcome from the Director of the Programme

We would like to welcome you to the Conversion Diploma Programme in Philosophy at St Andrews.

The University of St Andrews has historically been home to two departments for the study of philosophy, namely the Department of Moral Philosophy and the Department of Logic and Metaphysics. You'll see this historical fact reflected in the two separate entrances to Edgecliffe, the building on the Scores in which we are housed. Nowadays, Philosophy is one unit within the School of Philosophical, Anthropological, and Film Studies, offering a set of degree programmes, and we now refer to the unit simply as 'the Department of Philosophy'.

The Department of Philosophy is a thriving academic community committed to providing excellence in teaching and research in the field of philosophical enquiry. In the latest UK-wide assessment of the research of UK universities (REF 2021) the philosophy department was ranked 2nd in Scotland and 12th in the UK (by grade point average). 93% of research was assessed as either 4* or 3*. Our undergraduate programme is research-led and closely informed by the research of the staff in the department. In the National Student Survey over the last few years, the Department of Philosophy has regularly received a 100% score for student satisfaction.

The Department of Philosophy in St Andrews is based in Edgecliffe on The Scores. The Department has excellent facilities. A significant amount of your teaching will take place within Edgecliffe and this is where you will find the Departmental Office. Our programme administrators will be pleased to help you in person and welcome you to the Department.

Our welcome event for all incoming Conv Dip students takes place on Friday 8th September, at 3pm in Edgecliffe room G01 . We hope to see you all there!

We hope that you will work hard this year and enjoy your time in the Department of Philosophy.

Best wishes for a successful year!

Dr Miriam Bowen, Director of the Conversion Diploma Programme

Welcome from the Philosophy School President

Hi everyone,

I'm Mariana and I am this year's School of Philosophy president. Whether you are starting your first year or returning to your studies, I hope you have a great time this year!

To make it clear, I am not a staff member: I am a third year student, who is here to support you, listen and act on your feedback. Please reach out to me at philosophypresident@st-andrews.ac.uk with any questions, concerns or feedback at any point in the school year. We can also talk in person, via email or social media.

I work alongside Class Reps (which is a role you can run for) to collect student feedback and communicate it to staff members to suggest improvements to everything from academic curricula to study spaces. This means that every individual voice can make a huge difference here.

Speaking of staying in touch, you will get weekly emails from me. Those will be about upcoming events that you may find interesting, academic and professional opportunities as well as various resources available. You can also follow us on social media @philstandrews on Instagram and *St Andrews Philosophy Students* on Facebook.

Hope you have a fantastic year,
Mariana Razina (she/her)

School of Philosophy President: 2023/2024
philosophypresident@st-andrews.ac.uk

Welcome from Minorities and Philosophy

Welcome to St Andrews!

We are the Minorities and Philosophy (MAP) chapter at the Universities of St Andrews and Stirling and our goal is to make philosophy a more inclusive place.

The chapter offers support, resources and networks for underrepresented and disadvantaged groups in philosophy, engages in discussions with the faculty to make philosophy at both universities more inclusive, and explores ways to make philosophical discussions and debates more accessible.

We represent minorities in both the postgraduate community as well as undergraduate philosophers in St Andrews and Stirling.

We aim to provide support to all who feel alienated and isolated in philosophy, and specifically speak out on behalf of women, people of colour, members of the LGBT+ community, working-class students, students from non-academic backgrounds and students with mental health problems. Ultimately, we hope our efforts help in removing the barriers that might be impeding students from these backgrounds to thrive in Philosophy.

We organise various activities like discussion groups, workshops, informal gatherings such as fortnightly lunches for postgraduates and parties, or a mentoring programme for honours-level students.

Please get in touch with us by messaging us at mapuk.sasp@st-andrews.ac.uk. You can also find us on Facebook @mapsasp (Minorities and Philosophy SASP) or twitter @mapsasp. We also have a website that you can visit https://mapsasp.weebly.com

We look forward to meeting you!

The Minorities and Philosophy chapter at the Universities of St Andrews and Stirling

1.   Key University Contacts

University Switchboard   (01334) 476161
Student Services (Advice and Support Centre)   (01334) 462021

<u>Academic Registry</u>
Pro Dean Advising / Associate Dean of Students (Arts & Divinity)   (01334) 462125
Transcripts   (01334) 463528
Fees & Funding   (01334) 462150
Graduation   (01334) 464104

2.   Key School Contacts

Position	Name	Email
Head of School	Professor James Harris	philhos
Head of Department	Professor Franz Berto	philhod
Director of Teaching	Dr Derek Ball	phildot
Deputy Director of Teaching	Dr Tom Baker	phildepdot
Director of Research	Dr Patrick Greenough	phildor
Conversion Diploma Director	Dr Miriam Bowen	philconvdip
Wellbeing Officer	Professor Franz Berto	philhod
Examinations Officer	Dr Joe Millum	philexoff
Health & Safety Officer	Lucie Randal	pafs-sch-coord
Honours Adviser	Dr Justin D'Ambrosio	philhons
School Manager	Graeme Hawes	pafsmanager
Administration Staff	Kirstin McCarle	pgpafs

School Office: Edgecliffe, The Scores
Opening Hours: Monday – Friday, 0900 – 1700

Please contact the Administrative Staff in the absence of academic members of staff.

3.   Modules

Semester 1 Module Coordinators

PY1010 Mind & World	Dr Clotilde Terregrossa	ct65
PY1011 Moral & Political Controversies	Dr Ben Sachs-Cobbe	bas7
PY2010 Intermediate Logic	Prof Greg Restall	gr69
PY2011 Foundations of Western Philosophy	Prof Jens Timmerman	jt28
PY2903 Matters of Life and Death	Dr Tom Baker	tab8
PY3100 Reading Philosophy 1	Dr Patrick Greenough	pmg2
PY4617 The Philosophy of Saul Kripke	Dr Justin D'Ambrosio	jzd1
PY4622 Kant's Critical Philosophy	Prof Jens Timmerman	jt28
PY4625 Philosophy and Public Affairs: Global Justice	Dr Elizabeth Ashford	ea10
PY4644 Rousseau on Human Nature, Society and Freedom	Prof James Harris	jah15
PY4649 Core Works in Continental Philosophy	Dr Walter Pedriali	walter.pedriali
PY4651 Effective Altruism	Dr Theron Pummer	tgp4
PY4656 The Philosophy of Love and Sex	Dr Jade Fletcher	jef1
PY4664 Ethics of Conversation	Dr Justin Snedegar	js280
PY4670 Ethics and the Allocation of Health Resources	Dr Joseph Millum	jrm39
PY4701 Philosophy and Pedagogy	Dr Lisa Jones	lj14

Semester 2 Module Coordinators

PY1013 The Enlightenment	Dr Mara van der Lugt	mvdl
PY1901 Morality and Human Nature	Dr Clotilde Torregrossa	ct65
PY2012 Meaning and Knowing	Dr Edgar Phillips	ehp2
PY2013 Moral and Aesthetic Value	Dr Theron Pummer	tgp4
PY3200 Reading Philosophy 2	Dr Tom Baker	tab8
PY4607 Continental European Philosophy from Descartes to Leibniz		
	Dr Mara van der Lugt	mvdl
PY4611 Classical Philosophy	Dr Margaret Hampson	mrh8
PY4612 Advanced Logic	Prof Greg Restall	gr69
PY4624 Philosophy of Art	Dr Lisa Jones	lj14
PY4648 Conceptual Engineering and its Role in Philosophy	Dr Patrick Greenough	pmg2
PY4657 Philosophy in Economics	Dr Ben Sachs-Cobbe	bas7
PY4658 Timely Topics in Political Philosophy	Dr Adam Etinson	ae45
PY4662 Critical Theory	Dr Walter Pedriali	walter.pedriali
PY4669 Modal Logic and Metaphysics	Prof Franz Berto	fb96
PY4671 Dreaming and Walking	Dr Cecily Whiteley	cmkw2

Module Key Contact Information

Questions about academic matters (such as course material, essays, exams) should in the first instance be addressed to your tutor or lecturer. You may also take such questions to your Module Coordinator who is responsible for the day-to-day running of the module, or to the Director of Teaching.

Contact for reporting Special Circumstances and/or advice on S coding:
Examinations Officer	Dr Joe Millum	philexoff

Student support and guidance advice:
Director of Teaching	Dr Derek Ball	phildot
Examinations Officer	Dr Joe Millum	philexoff
Disability Coordinator	Graeme Hawes	pafsmanager

Contact for reporting absence from classes or examinations:
Postgraduate Course Administrators	Kirstin McCarle	pgpafs

4.   Initial Meeting and Reception.

The Induction Meeting will take place in Edgecliffe Room G01 on Friday 8th September 2023, at 3pm. There will also be a welcome party held later in September to which all postgraduate students are welcome. An email will be sent to you with further details about both.

5.   Philosophy School President

The School President is your representative and his or her role is to make representations on behalf of the students within their School to the University. The broad aim of the School President system is to improve communications and cooperation between students and staff, for the mutual benefit of both. You can contact the School President directly on philosophypresident@st-andrews.ac.uk.

The School President will act as a link between the student sabbatical officers of the Students' Association and the class representatives. The School President is the chair of the Philosophy Staff-Student Consultative Committee, will attend all President Forums, and regularly communicate issues to the Director of Teaching on behalf of students. For more information on the Staff-Student Consultative Committee and the Class Rep system, see Section 21 below.

6.   Semester Dates 2023-34

Please refer to the Key Dates and Information section of the student handbook.

7.   Further Useful Information.

This section provides you with the details of various documents, guides and webpages that you many find useful during the course of the year.

7.1 The Department Website

The Department of Philosophy website contains full details regarding the Department and its staff, research, teaching programmes, study resources, events and activities.

7.2 Matriculation

Please refer to the key Dates and Information section of the student handbook.

7.3 Student Support and Guidance

As a University of St Andrews student you are on a journey of learning. The person you arrived as will be different from the one who leaves. This change will reflect the knowledge and skills you will gain, and the experiences you will have throughout your time here. It is unlikely that your journey will always be smooth, but dealing with the unexpected challenges you encounter along the way will

help you develop the skills you need to make you a better scholar and better able to cope with life beyond university.

Key areas to focus on during your time at St Andrews include:

1. Developing independence. This means that you actively seek out information, take charge of finding the right balance between your study and personal life and take responsibility for your behaviour, wellbeing and health.

2. Facing challenges. It's perfectly normal to find things challenging in your academic studies and general student life. Some challenges may lead to disappointment or even failure. The important thing to remember is that you will be strengthened by these challenges, developing important life-skills such as problem-solving and resilience.

3. Being involved. As a student at St Andrews, you are part of several communities, and you have the opportunity to become involved with them. You are part of the community within your academic school, part of the broader University community and part of the wider community of the St Andrews town. You are encouraged to make the most of the academic, social, societies and sports opportunities on offer as a way to positively build knowledge, skills, support networks, and physical and mental wellbeing. As a member of the community with full rights to participation, you should never be made to feel excluded or marginal (see below for support on Harassment and Bullying).

Please refer to the student handbook for a list of advice and support available to all students. On academic matters, you may wish to obtain advice and guidance from within your School in the first instance. If so, you should contact the Director of Teaching (phildot@st-andrews.ac.uk) who will identify the most appropriate person to assist you.

7.4 Disability Support

We are committed to ensuring that our teaching is accessible to students with disabilities. Please refer to the Advice and Support section of the student handbook or contact the Disability Team for further information.

7.5 Harassment and Bullying Support

Please refer to the Report and Support section of the student handbook.

7.6 Support for Caregivers

If you have care responsibilities and would like to learn what additional support is available to you to assist you during your studies at St Andrews, please contact the Advice and Support Centre, North Street, 01334 462021, theasc@st-and.ac.uk.

7.7 Relations between Staff and Students

The University promotes itself as a community where people work and/or study together. It seeks to promote harmonious relations between all members of that community, including between

members of staff and students. At the same time the University regards r e l a t i o n s h i p s between members of staff and a student – for whom they have, or are likely to have some specific academic, professional, managerial or pastoral responsibility – as an important professional issue, particularly where relationships are close, intimate/or exclusive.

7.8 The Careers Centre

The [Careers Centre](#) exists to enable current students and graduates of St Andrews to make and successfully implement decisions about what they will do next in their lives. The Centre strives to communicate the entire range of available options and to encourage and enable individuals to identify the options which would suit them best.

7.9 Centre for Educational Enhancement and Development (CEED)

The University's Centre for Educational Enhancement and Development ([CEED](#)) can provide additional input to help students develop the skills they need for their academic studies and beyond.

1. Academic skills: You can book a 1:1 appointment with one of the CEED PhD tutors to help you improve your study skills (e.g., note-taking, time management, essay writing) or mathematics and statistics skills. Over 300 students make use of this service each year. There is also a drop-in pod for study skills in the Library every Thursday afternoon and drop-in afternoons for maths and stats appointments, but please check the CEED website for those.

2. Professional skills: CEED runs the Professional Skills Curriculum (PSC) which is a development programme open to all students. It is based around 11 key graduate skills which employers' value. The skills are delivered via online workshops, lunchtime and evening lectures, and practical skills sessions. There is everything from leadership to resilience; influencing skills to public speaking; project management to networking. You are welcome to dip in and out of the programme as you wish, but if you complete a skills analysis, engage with 8 or more topics over an academic year and submit a reflective essay, you receive a certificate, and your achievement is listed on your degree transcript. The PSC is endorsed by the Institute of Leadership and Management. Once you have achieved your PSC Award, you can opt to specialise in a PSC Plus award, and choose from a range of options including enterprise, IT Skills, communication, negotiation, teaching and consultancy. More details on the PSC website.

3. IT skills: as part of the PSC, CEED runs a programme of IT workshops for undergraduate students, including sessions on digital wellbeing, using apps to help you learn, and curating digital content. You also have access to the Microsoft IT Academy which offers a range of online courses, from a suite of IT programmes, which you can access and work on flexibly. You also have the opportunity to self-study and sit exams for a Microsoft Office Specialist (MOS) certificate which is a globally recognised IT qualification. Taking part in MOS is free of charge for students at St Andrews.

7.10 In-sessional English Language Support Service

The In-sessional [English Language Support](#) Service offers free language support to matriculated students who are non-native speakers of English. Support is offered in a number of forms, ranging from one-to-one tutorials to weekly workshops on writing, conversational speaking and grammar.

7.11 Communication/Use of Email

Your University email account is the official means of communication for the University, and you are therefore reminded that you should read your emails at least every 48 hours (particularly during the academic year). You can arrange to have your University email account automatically forwarded to your personal non-University account. However, you should be aware that there may be problems with this, and you should check regularly to make sure the forwarding is working.

7.12 Recording Devices in Lectures

If you have a disability or some medical condition which means that you are unable to take notes in lectures, you may seek permission from Student Services to use a voice recorder or other computer-based device to record lectures and/or tutorials. Please refer to the Academic Adjustments for Disabled Students section of the student handbook for further information.

7.13 Personal Details

You are responsible for ensuring that your contact details are kept up to date. You may do this at any time during the year via your MySaint account which can be accessed from the Current Students section of the University home page.

7.14 Tuition Fees/Student Fees

For full information on the tuition fees that you will be liable to pay throughout your studies please refer to Money Matters.

Graduating in person or in absentia marks the end of your degree or diploma course of studies at the University of St Andrews. If you have been accepted onto a new degree or diploma programme at the University, the new programme is separate and distinct from the course of studies from which you are about to graduate, and you will be liable for all fees associated with that new programme. There is no graduation ceremony for the Conversion Diploma.

7.15 Purchase of Course Materials

You may be required to purchase module textbooks and course packs as part of your studies in Philosophy. Further details will be provided by your Module Coordinator at the start of the semester.

You will be able to collect your course pack on presentation of your receipt from the online shop at either the Departmental Office or during your first lecture.

7.16 First Aid/Safety

A first-aid box is located in Edgecliffe Room 102. Notices are displayed detailing your exit routes and assembly points in the event of fire. All students should familiarise themselves with this information.

The School Safety Officer is Lucie Randal, School Coordinator (pafs-sch-coord@st-andrews.ac.uk). Any hazards or safety-related incidents should be reported to the School Safety Officer or the Departmental Office (room 102, Edgecliffe) immediately.

Students are reminded that the misuse of any Safety, Fire or First Aid equipment will result in discipline.

7.17 Ethical Approval

All research in all Schools of the University that involves data collection from questionnaires, interviews of, interactive investigation of, experimentation upon or demonstrations involving living human subjects, tissues and / or other samples requires formal approval from the University Teaching and Research Ethics Committee (UTREC).

It is University policy that any research involving children under 18 should be reviewed by the UTREC Child Panel and that the researcher should hold an 'Enhanced Disclosure Scotland' (EDS) certificate. The principal supervisor is responsible for ensuring that the student has received the appropriate ethical clearance from UTREC and the Child Panel prior to research commencing.

It is a requirement that any undergraduate honours or Masters dissertation or PhD thesis that requires ethical approval from UTREC has the letter or email of ethical approval bound into the appendix before submission.

7.18 Academic Flexibility for Students with Recognised Sporting Talent

There is a policy which allows allow eligible students (with the permission of the School and Sports Performance Manager) to have time off from their studies in order to participate in key sporting tournaments and competitions.   Further information is available here.

7.19 Printing and Binding

Dissertation submission is now fully electronic, i.e. you do not need to get your dissertation printed.

8. The Conversion Diploma Programme – Structure and Module Choices

8.1 Programme Structure.

Between 30 and 60 credits from Module List: PY3100, PY3200

Between 30 and 90 credits from Module List: PY4000 - PY4999

Between 0 and 60 credits from Module List: PY1000 - PY1999, PY2000 - PY2999, PY3000 - PY3999, PY4000 - PY4999

A MINIMUM of 60 credits must be taken in 3000 - and 4000 - level modules, including at least one 30 credit 3000 - level and one 30 credit 4000 - level module. The remaining credits may be taken from any 1000 - to 4000 - level modules.

In Semester 1 there will also be a Basic Logic class open to all. These seminars are not credit bearing and will not be subject to formal assessment. This seminar will begin in Week Two. If you would like to sign up, please contact the Postgraduate Course Administrators (pgpafs@st-andrews.ac.uk).

The full details of all Honours modules on the Conv Dip modules available in 2023-24 are listed in Section 3. Please note that under-subscribed optional modules may be withdrawn, so it may not always be possible to accommodate late changes in your chosen modules.

8.2 Honours and Sub-Hons Modules available on the Conversion Diploma in 2023-24

SEMESTER ONE and SEMESTER TWO Modules can be found on page 8.

Please see the course catalogue for module descriptions.

9 Advising and More

9.1 Advising

All students must complete the academic advising process, in each academic year in which they are actively engaged in their programme of studies. This requires meeting their Adviser of Studies in person (or on Teams). You can sign up for your appointment online via MySaint.

Students failing to do so are at risk of serious detriment to their studies and may be denied access to some modules.

Entrant students who fail to complete academic advising by Monday of the third week of semester will not be allowed to start their studies and will have to re-apply to the university.

9.2   Re-advising/Changing Modules

Students are ordinarily allowed to change modules only during the first week of each semester. After the first week your Adviser of Studies or Programme Coordinator must place a special request, on your behalf, to the appropriate Pro-Dean. No matter what level of module you are studying, you must contact your Adviser of Studies or Programme Coordinator to obtain the necessary approval for any change.

You must not, in any circumstances, enrol yourself into a new module or simply start attending the classes for a new module, at any level, without being officially re-advised. Advising is one of the primary means by which your academic record is maintained and exam schedules are produced, and unless you ensure that this is kept up to date you may find you will not receive the credit for the modules you have taken or that you have a clash in your exam timetable.

9.3   Module Confirmation

Following Re-Advising students have a two-week period to check and confirm that their module choices are correct. Students will be contacted in Week 3 of each semester with details of how to complete this requirement.

9.4   Withdrawal from a Module

If you wish to withdraw from a module after the first week of a semester, you should discuss the matter with your Adviser of Studies who will then contact the Pro Dean (Advising) to seek the appropriate approval.

9.5   Withdrawal from Studies

Withdrawal is voluntarily leaving the University permanently. Please refer to the [Withdrawal of Studies](#) section of the student handbook for further information.

9.6   Location of Studies

All students are expected to reside at a term address within a commutable distance from St Andrews during their study unless they have formal permission from the University of St Andrews for their study location to be outside St Andrews. This permission can be granted for academic purposes: for example, to conduct essential research. This permission can also exceptionally be granted for non-academic purposes at Undergraduate or at Taught Postgraduate level with the support of the School and with agreed mechanisms in place for continued academic support.

The University has a duty of care to all students and therefore must be able to contact all students at any point during their programme of study. In addition, the University must hold the current address for all students as well as an historic trail of previous addresses. It is also expected that students can readily access academic advice throughout academic study and that agreed mechanisms are in place to support this.

For students requiring a visa to study in the UK, the Home Office has introduced regulations also requiring Tier 4 Sponsors to hold the latest address of study for students as well as an historic trail of previous addresses. The University must be able to show that the address we hold for a student, who has leave to remain in the UK on a Tier 4 licence, is accurate and that where students are not resident in St Andrews in term-time, they have permission to be outwith St Andrews. We must also demonstrate that students can engage appropriately with their studies at this location.

For more detailed information, or to request a Change of Location form, please refer to Change of Location page. You can also read the Location of Studies policy.

9.7 Leave of Absence

The term 'Leave of Absence' is used to denote a period of time where the University permits a student to temporarily disengage with their studies and return at a later date. More information can be found in the Leave of Absence section of the student handbook.

9.8 Failure to Matriculate

Matriculation is the process by which you formally register as a student at the University. This must be completed by the end of the third week of teaching each academic year. More information can be found in the Matriculation section of the student handbook. You can also read the Failure to Matriculate policy.

10 Managing Your Studies

Students must complete 100% of a module's assessment (i.e. all of the coursework, and the examination) in order to gain credit for that module. Anything less than 100% completion, without good reason, will lead to a grade of OX.

Furthermore, at sub-Honours level students must gain passes in both elements (coursework and exam) in order to pass the module overall.

At Honours level there is no requirement for a student to pass both elements of assessment in order to pass the module overall, and the majority of modules are assessed by coursework only.

10.1 Coursework

Details of topics, length requirements and due dates for assessed written coursework will be provided by staff teaching the modules. All written coursework is to be submitted electronically, via the Module Management System (MMS). Full instructions for how to submit your work via MMS can be found on the Study Resources webpage.

It is each student's responsibility to ensure that coursework documents are uploaded successfully and on time. Corrupted or unreadable files will be given a mark of zero.

Coursework should be word-processed and double-spaced (exceptions may apply to logic exercises requiring use of symbols).

Coursework is marked anonymously, and so submitted work should be identified only by your matriculation number. Do **not** put your name anywhere on your coursework. On the first page of your coursework, you should include: your matriculation number, the module name and number, your tutor's name, the title of the essay/exercise, and the following statement:

> 'I hereby declare that the attached piece of written work is my own work and that I have not reproduced, with acknowledgment, the work of another'.

You must attach a bibliography of all your sources to each essay; all quotations from and paraphrase of other work must be clearly acknowledged. (See below, regarding academic misconduct, and referencing).

10.2   Penalties for Work of Incorrect Length

The word-lengths specified for each essay include everything except the bibliography (i.e. the word-count includes footnotes, quotes, etc.) This goes for dissertations and essays, at all levels. Do not exceed the word limit.

You must include a word count on the first page of your essay.

Where the word limit is exceeded, the following penalty will be applied: 1 mark for work that is over length to any extent, then a further 1 mark per additional 5% over.

This is penalty scheme C.   Please refer to the University Coursework penalties policy for more information.

Schools are required to publish deadlines (date and time) for the submission of assessed work work as well as the penalties to be applied for work that is submitted late. The penalty scheme is chosen according to the nature of the module and the particular assignment.

10.3   Late Work and Extensions to Deadlines

Philosophy will generally apply lateness penalty A, any exceptions to this will be clearly noted in module guides. Lateness penalty A will deduct 1 mark per day, or part thereof, as per the Coursework Penalties policy.

These penalties are automatically applied by the MMS system, and heavy penalties can reduce a pass mark all the way down to a fail, or even zero. Note also that if your work is not submitted by the final coursework cut-off deadlines shown at the foot of this section, you will fail the module.

NB: In the context of electronic submission of assessed work, every day of the week will be considered as counting towards a late penalty. This rule will apply to all holidays (public and University) and includes weekends, with Saturday and Sunday each counting as one day.

If you have a VERY good reason for not meeting the set deadline, an extension may be granted in advance. Extensions of up to seven days can be requested using an electronic form via this link: https://forms.office.com/e/uxCbWew9wP

If you think that you can submit your assignment in one or two extra days, please request a three-day extension. If you think that you will need more than three, but not more than seven days, please request a seven-day extension.

Extensions of more than seven days should be discussed with the [Deputy Director of Teaching](#).

The final coursework cut-off deadlines for all modules are:
Semester 1: 8 December 2023
Semester 2: TBC

No coursework will be accepted beyond these deadlines, and failure to submit coursework by these deadlines will lead to failure of the module (unless a request for deferred assessment has been made and granted – see 10.10).

10.4   Examinations – Timetables, Rules, Resits

Students are required to make themselves available in St Andrews for the full duration of the December and May Examination Diets. Please see the Key Dates and Information section of the [Student Handbook](#) for examination dates.

Poor scheduling on a student's part will not be acceptable as a valid excuse for missing an examination. You should be aware that you should be present up until the last day of the semester.

10.5   Registration for Degree Examinations

All matriculated students are entered automatically for the December and May degree examination diets.

10.6   Reassessment Registration

If you are offered the opportunity to take resit examinations and/or deferred assessments at the August (Reassessment) Diet you must register individually in advance for the diet, via the online registration facility. In late June, you will be notified directly by email when this is available. All registrations must be submitted by the annually advised deadline in August. Registrations will not be confirmed until the appropriate re-sit fee has been paid in full. Failure to register fully by the due date may mean that you will not be able to sit your examination in the diet.

Where the examination is a reassessment, there is a fee payable at the time of registration. Similarly, those students who are out of time or whose studies have been terminated but who have been given permission by the relevant Faculty to sit only the examination in a particular semester must also register individually for the diet in question and pay the appropriate fee. Students sitting deferred examinations must also register in advance but will not be liable for a fee.

Module Handbooks and the University Course Catalogues contain details of the percentage of the final module mark that will be derived from the formal examinations.

10.7   Examination Timetables

The confirmed degree [Examination Timetable](#) is published for each examination diet no later than Week 6 of Semester 1 and Week 7 of Semester 2. You are reminded of the importance of checking the timetable carefully. Whilst every effort is made by Schools and Registry to prevent timetable clashes, they can on occasion occur. Where such a clash is identified, students should in the first

instance alert the University Examinations Office (examoff@st- andrews.ac.uk) as a matter of urgency.

Students are strongly advised not to make any travel or other arrangements for the period of the examinations until the timetable has been published. The Degree Examination Timetable for the August Reassessment diet is published in July of each year and students are expected to attend in St Andrews for any examinations scheduled during this diet.

Individual Personal Student Examination Timetables for the December and May diets only can also be downloaded from the web site.

10.8 Feedback to Students on Examinations

An informal drop-in session will be held in Edgecliffe during the first three weeks of the semester to allow students to view their examination scripts from the previous diet. Further details of this session will be advertised to students at the start of each semester.

If you wish to receive detailed feedback from a member of academic staff on an examination script, you should contact the appropriate module coordinator to arrange a suitable time. No fee is charged for this type of feedback, but you should request this within the first three weeks of the semester following the exam diet.

Students are however also entitled to request a hard copy of any of their own completed examination scripts. If a photocopy of the script is required for personal reference, please contact the Postgraduate Course Administrator (pgpafs@st-andrews.ac.uk) and on payment of a fee per examination script a photocopy will be provided to you within five working days. Such requests should be made by the end of Week 3 of the semester that follows the examination diet.

10.9 Legibility of Exam Scripts

It is your responsibility to ensure that your handwritten answers provided in examination scripts a r e l e g i b l e a n d can be read by the markers. If a script cannot be read by the marker then this could result in a delay in confirming your module grade. You may be charged for a transcription service and could be required to return to the School(s) concerned in order to transcribe the script. If you have already left St Andrews, then you will have to bear the costs of any return travel to the University. Please see the Illegible Exam Scripts policy for further information.

10.10 Deferred Assessment

Deferral of an assessment means taking it after the end of the corresponding semester, and must be clearly distinguished from Reassessment. The module grade is then reported at a later module board within the same academic year. Requests for deferred assessment must be made to the Director of Teacher (or named delegate) in advance of, or as soon as practically possible after the published deadline or examination date. This is not a right and permissions will be granted only when the School judges that genuine and compelling grounds for deferral exist. Appropriate written evidence will be required: self-certificates alone for examinations and class tests will not be accepted.

If you submit a deferral request after the deadline or exam, without good reason for not doing so earlier, it is unlikely to be approved.

The deferral of assessments is not appropriate for minor ailments or permanent or long-term conditions that are under medical control. Students with prolonged chronic illness or disabilities should instead contact Student Services for advice in advance of any assessment submission date or published examination diet.

NB: In a change to previous policy, deferred assessment will now normally be of the same type as the original assessment. Thus, deferred assessment for an item of coursework, such as an essay, will consist of a requirement to write one or more essays; deferred assessment for an exam will consist of a separate exam paper, to be sat either during the same exam diet as the missed exam, or during the next diet.

Please refer to the [Deferred Assessment](#) section of the student handbook for further information.

11 Special Circumstances – 'S' Code

S-coding is the method the University uses to recognise that special circumstances have affected most or all of the work of a module. It provides a mechanism for some adversely affected grades to be excluded from degree classification. It cannot be applied to modules at 1000 or 2000 level.

To request S-coding, you must make a formal request to the Director of Teaching as soon as it is feasible to do so. For further information please refer to the [S-Coding](#) section of the student handbook. Please also refer to the S-Coding [Policy](#).

12 Advice on Writing a Philosophy Essay

12.1 What Sort of Thing is Expected?

Writing assessed essays offers you the opportunity to show your comprehension of some of the material covered in the module, and to demonstrate your own philosophical skills. We will be delighted if you can surprise us with new insights and arguments, but a student essay can be very good without being very original. Your primary aim should be to show sound understanding of the issues raised in the question, and to engage critically with the views and arguments of others who have addressed them. Such understanding and engagement are shown partly by structuring your essay clearly and by explaining the views and arguments of others (past philosophers, authors, lecturers) in your own words. If you make quotations, keep them short, and always acknowledge the source. It is not required that you commit yourself unreservedly to one point of view. If your exposition is accurate, you should get at least a second-class grade (between 11 and 16). But you may do better if you go on to "chance your arm" a bit and say where and why you disagree with certain views or arguments or offer suggestions of your own. We encourage you to think for yourself; you do not have to agree with the views of your lecturer, your tutor, or current orthodoxy – we mark your work more for clarity of understanding and cogency of argument than for the views expressed in it.

12.2 Preparation

Read the material suggested by your lecturers and tutors, as well as your lecture notes on the topic, if any. If you are not sure what to read, ask for advice. Don't try to read too much; it is much more effective to read a few items carefully (assuming that they are the right ones!) than it is to skim over many. If the question is about a particular philosophical text, concentrate on reading that text, rather than secondary literature. Remember that the reading should be a stimulus to your own thought; don't produce an essay that merely summarises what you have read. Allow yourself time to think about the topic you have been asked to write on and the reading you have done, and to plan your essay.

12.3 Writing

Make sure that you address the question set. If you are asked to discuss a particular one of Kant's formulations of the "Categorical Imperative", for example, don't waste time and space summarising all the other formulations. Clarity is of the first importance. Make sure that you understand what you are writing, and that your reader can do so too. Explain all technical terms (use some of the many dictionaries and encyclopaedias of philosophy to check on their meaning, if you're unsure). It greatly helps to give concrete examples of the application of abstract concepts and theories – and preferably to give your own examples, rather than merely repeating those given in lectures and/or books. If you do not understand what you are saying and are unable to explain it or illustrate it with examples, you will run into trouble. (It is sometimes legitimate to say that you do not understand a particular philosophical theory or argument, provided that you can give a reason – such as "He seems to ignore the possibility that ..." or "I cannot see how this theory can avoid the objection that ...". This involves not blank incomprehension, but the comprehension of difficulties.)

12.4 Structure

You must have a plan. Make one before you start writing your main draft but be prepared to change it – second thoughts are often better. Begin by saying what you are going to do – the Introduction; do it – the Middle Bit; summarise what you have done – the Conclusion. Of course, it's the Middle Bit that matters. Make the structure clear: divide your essay into sections, perhaps giving them headings and sub-heading; use paragraphs appropriately; consider numbering your points; use "signpost" phrases such as "First, I shall consider ..." and "I shall now go on to discuss..." to make clear to the reader what you are doing and where you are going. Show a sense of proportion – for example, in giving your objections to a particular view, it will usually be best to deal with the least important objections first, to clear them out of the way quickly, and then to discuss the main objections in more detail.

12.5 Content

Argument is of prime importance. In this context, "argument" means any form of rational persuasion, including formally set out deductions as in logic, but also the pointing out of inconsistencies, vagueness, ambiguities, concealed presuppositions, false or dubious factual claims, and so on. There is limited scope for non-rational forms of persuasion in a philosophy essay – rhetorical flourishes or quotations from poetry may be ornaments to style, but your main concern in the essay must be with the giving of reasons. Mere statement of opinion, or of the views and arguments of others, is not enough: opinions, views and arguments must be discussed. In short: substantiate your opinions; give

arguments for your views. It is sometimes said that one should always define one's terms, but this is not always possible. Sometimes it is: for example, if the question is "Is functionalism correct?", you would do well to begin by defining the term "functionalism" as it is used in the relevant context. But often in philosophy there are no very technical terms involved, and the focus is on the puzzling nature of very familiar concepts. Here attempts at definition may be unhelpful if not impossible: for example, if the question is "Does the past still exist?", it will almost certainly be hopeless to begin by trying to define what "past" and "exist" mean. However, it will be relevant to examine what we mean when we say that certain sorts of things exist or are now past. An uncontroversial initial definition is often impossible, but what you can seek is conceptual clarification or elucidation – a clear overview of the basic concepts involved and how they relate to one another.

When you put forward a view for discussion, it will often help to contrast it with something else: for example, in saying what determinism is, give some account of the alternative: indeterminism, randomness, or whatever it is in the relevant context. Avoid the following like the plague: irrelevance (especially answering a question different from the one set); waffle (don't think that, just because a philosophical question is posed in ordinary language, you can deal with it adequately "off the top of your head" without having learnt from the module and relevant reading); plagiarism (always acknowledge your sources, in footnotes and, in a bibliography listing all the works you have consulted in writing it).

12.6 Referencing

12.6.1 What to reference

In writing an essay, you will often appeal to ideas, arguments, and criticisms from source materials you have read. Whenever you do so, you MUST cite the source text. This does not only apply to direct quotations, but also to any idea or claim taken from another source that you paraphrase into your own words. Basically, if reading a source text has in any way contributed to the ideas you express in your essay, then you must give credit to the authors of that text.

References to source materials are important. They allow your reader to locate and explore the sources you consulted, and they also demonstrate the range of your reading, provide evidence for your claims and add credibility to your work. But remember that in writing an essay your own voice should come through: you should avoid long quotations and summarise in your own words where you can (but still with a clear acknowledgement). Also, always try to show what you think of the source author's view – you do not have to agree with what the "expert" source says or leave its author with the last word.

Any use of a source MUST ALWAYS be acknowledged in order to avoid any suggestion of plagiarism (see the advice on Good Academic Practice in section 12, below). It is NOT enough merely to acknowledge in your final bibliography the sources used. Whether you are quoting extracts from texts verbatim or paraphrasing the claims or arguments of the writer, you must acknowledge this in the body of the essay through the use of footnotes or endnotes. Some advice on referencing conventions is provided below, and the library also holds different reference style guides available for consultation. You should take care to use one style consistently throughout your essay. If in doubt, check with your tutor.

When planning and drafting your essay, please remember that in taking notes from a secondary source you should always take care to distinguish clearly between your own commentary and

any text that you copy, so that you do not later mix these up. It is a good idea to head the piece of paper that you are writing on when you begin your reading and note-taking with the full details of the book (author, title, place of publication, publisher, date of publication), and then note the page numbers of each quotation or paraphrase from the book.

12.6.2 Referencing conventions

There are a number of different referencing styles used by academics (MLA style, Chicago style, Harvard style, and so on), and you are free to adopt any of these, provided you use one style consistently in any given piece of work. In the brief guidelines given below, the examples follow MHRA style (a 'footnote' style).

The first time you quote or paraphrase from a source, give its full reference in a footnote or endnote. Subsequent references to the same text can be given in a shortened form.

For books:

Philippa Foot, Virtues and Vices (Oxford: Blackwell, 1978), p 156.

Tim Crane and Katalin Farkas (eds.), Metaphysics: A Guide and Anthology (Oxford University Press, 2004) pp 65-67.

i.e. author (or editor) name; title of book; place of publication & publisher and date of publication, in parentheses; page number(s) for particular reference. A subsequent reference to the same text could be shortened, for example: Crane and Farkas, Metaphysics, p. 146.

For chapters or articles within books:

Jonathan Dancy, 'An Ethic of Prima Facie Duties', in A Companion to Ethics, ed. by

Peter Singer (Oxford: Blackwell, 1991), pp. 219-229 (p. 221).

i.e., author name; title of chapter/article in inverted commas; title of book; editor name; place of publication & publisher and date of publication, in parentheses; first and last page numbers of the chapter/article; page number, in parentheses, of the particular reference. Subsequent references can take a shorter form, for example: Dancy, 'Prima Facie Duties', p. 227.

For articles in journals:

E. J. Lowe, 'The Truth about Counterfactuals', The Philosophical Quarterly, 45 (1995), 45-59 (p. 52).

i.e., author name; title of article in inverted commas; title of journal; volume number; year of publication; first and last page numbers of article, not preceded by 'pp.'; page number, in parentheses and preceded by 'p.' or 'pp.', of the particular reference. Subsequent references can take a shorter form.

For online sources:

In general, references to online sources should try to follow the style used for printed publications. Information should be given in the following order:

author name; title of item; title of complete work/resource; publication details (volume, issue, date); full address (Universal Resource Locator (URL)) or DOI of the resource (in angle brackets); date at which the resource was consulted (in square brackets);

location of particular reference (in parentheses).

Example from an online journal article:

John T. Roberts, 'Some Laws of Nature are Metaphysically Contingent', Australasian Journal of Philosophy, 88.3 (2010) http://www.informaworld.com/10.1080/00048400903159016 [accessed 28 September 2010] (paragraph 3 of 17)

Example from an online encyclopaedia:

Kent Bach, 'Performatives', in Routledge Encyclopedia of Philosophy http://www.rep.routledge.com [accessed 3 October 2001]

Guidance for referencing other kinds of sources (newspaper articles, films, etc.) should be sought from the style guide in question.

In addition to referencing, you must also provide a full bibliography, at the end of your essay, of all works cited. The bibliography should be arranged alphabetically by author surname, and page numbers for the particular references (given in your footnotes) should not be included here.

12.7 Finally

It is very important to leave yourself enough time to write a good essay. An essay started the day before it is due to be submitted will not do you justice! Allow yourself enough time to write at least two drafts, and to read over the first carefully before beginning the second. Don't forget to proof-read the final draft: an essay full of spelling mistakes and typos is a sure sign of one that has been hastily and carelessly prepared.

13 Good Academic Practice (avoiding academic misconduct)

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and no student will be allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a University of St Andrews degree.

The University's Good Academic Practice Policy covers the behaviour of both undergraduate and postgraduate students.

All students are strongly advised to familiarise themselves with this policy. It is each student's responsibility to be aware of what constitutes academic misconduct, and to ensure they avoid this. Some major areas of academic misconduct are: plagiarism; false citation; aiding and abetting; falsification of data; multiple submissions; cheating in exams and contract cheating.

Students are also encouraged to read the Good Academic Practice Guide for Students.

14 Attendance

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in failure to receive credit for that module. Please ensure that you are familiar with the 'Academic Alert' policy as stated elsewhere in this handbook. Attendance at lectures, tutorials and seminars is required.

In Honours modules, a record of attendance will be kept at all scheduled classes (lectures AND seminars). If you have three or more unauthorised absences from any scheduled class, you may fail that module with a grade of 0X (i.e., only two unauthorised absences will be condoned).

Please refer to the Absence section of the Student Handbook for further information.

Whether an absence counts as authorised or unauthorised depends upon the reason for absence, so it is important you self-certificate your absences. You can submit a self-certificate by going to your MySaint portal, under "Details". The self-certificate will be read by staff, who will determine whether the absence is to be authorised or not.

Completion of a Self-Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the United Kingdom Border Agency any student who fails to enrol on a module or programme of study, or who fails to attend, or who discontinues their studies.

15 Absence from Examinations

Absence from Examinations due to illness or any other unavoidable reason should be reported by submitting a Self-Certificate of Absence form (through e-Vision) or through MySaint as soon as you are able to do so, preferably before the examination is due to take place and in any case no later than 3 days after the examination. You must contact the School responsible for the module being examined in order to request alternative arrangements, which are at the discretion of the School. You are only required to notify the University Examinations Officer if there is a problem submitting the self-certificate.

Contact:

Examinations Officer

The Old Burgh School, Abbey Walk Telephone: 01334 464100

Email: examoff@st-andrews.ac.uk

16 Medical/Personal Difficulties Impacting on Academic Work

If you have medical problems or other personal difficulties affecting your work, you should make an appointment to speak to an Adviser at Student Services. They will, at their discretion, send a memo, in confidence, to the Director of the Conversion Diploma and the Postgraduate Course Administrator to explain the problem.

17 Academic Alerts

Academic Alerts are a way of helping students who are having trouble coping with their studies, such as missing deadlines for handing in work, or missing compulsory tutorials.

The aim of the Alert system is to help students by flagging up problems before they seriously affect students' grades. Each Academic Alert will tell students what is wrong and what they are required to do to address this concern (e.g., attend classes in future). Alerts will never appear on a student's permanent transcript.

If students do not take the action required, they will get another Alert, and eventually will automatically get a grade of zero and will fail that module.

Please see the Student Guidance on the Policy on Academic Alerts for further information.

As specified in Early Academic Intervention policy, a student may have their studies at the University terminated, and be required to leave the University, if their academic performance is unsatisfactory over an extended period. Termination of studies is considered a last resort and is normally only applied in cases where it is no longer possible for a student to complete their programme within that programme's specified time limits, or where a student's performance has not improved sufficiently following an earlier intervention.

18 Termination of Studies on Academic Grounds

If your academic performance is unsatisfactory, i.e., you have gained insufficient credits to progress to the next stage of your degree programme or breached conditions of your probation, your studies may be terminated. You will then be notified by the Pro Dean (Advising) that your studies are terminated, and you will have five working days to appeal this decision using the appropriate form. This should be supported by documentary evidence specifying the reasons for your unsatisfactory performance. If you do not submit an appeal, you will have your studies automatically terminated in accordance with Senate Regulations. Your full student record is taken into account in any review, including any instances of non- academic misconduct, during the Termination of Studies Cross-Faculty Board; however, in first instance, only your credits attained in a relevant number of semesters are taken into account.

If the appeal is successful, the Dean will contact you with conditions for your return to studies.

If you do not meet these conditions (e.g., you do not pass the specified amount of credits within the time period given by the Dean) your studies may be terminated again.

If your appeal is unsuccessful, you may have a further right of appeal to the Senate of the University. Appeals to Senate are admissible only on limited grounds and the process cannot be used to challenge matters of academic judgment. To make a Senate submission, you must complete and submit to the Senate Office a Stage 2 appeal form within 10 working days of the date stated on your termination letter. Late submissions may not be considered further by the University.

International students here at St Andrews on a Tier 4 visa should be aware that any terminations will be reported to the UKVI and their visa curtailed.

Contact:

Student Services, The ASC, 79 North Street Telephone: 01334 462020

Email: theasc@st-andrews.ac.uk

19 Marks, Grades and Degree Classification

Students should note the difference between marks and grades. A mark is awarded to an individual piece of work (e.g., an essay mark, or an exam mark). A grade is attached to an entire module, and represents the overall merit gained on that module.

Details can be found on Classification, Grades and Marks.

19.1 Classification

The Classification is the final result of a student's degree programme as calculated using the University's Classification Algorithm. It is normally determined by the module grades that form the input to the classification algorithm. However, Diploma students are not classified in this way. As long as students pass all their modules, they will be awarded with the Diploma.

19.2 Grades and the University Common Reporting Scale

The University uses a 20-point Common Reporting Scale for grades (i.e. a 20-point basic scale reported to one decimal point for final module grades).

19.3 Module Results Reporting Codes

The key module results reporting codes that you may see on your record card are:

P Grades   7.0 – 20.0

F Grades   4.0 – 6.9 Fail (right to reassessment)

F Grades   0 – 3.9 Fail (no right to reassessment)

0X Denotes a failure to complete module requirements: This grade should be applied where a student has failed to complete the work of a module without good reason, and should be applied where a student does not register for, or does not attend, any examination without good reason. The student is not entitled to a re-assessment opportunity for this module.

0D Deferred assessment: This grade should be applied if there is a good medical or personal reason for the inability to complete any part of the assessment requirements.

0Z Result undecided: The result may be unresolved due to mitigating circumstances, or for some other valid reason. This is a temporary code and will be changed to one of the other definitive codes on the list as soon as the matter is resolved.

S: Applies if a student`s module was affected by special circumstances. The grade should not be altered but reported with the annotation S (e.g., 6.0 S). Students with reported grades annotated S will be discussed at the Special Classification Board when their degree is classified. Modules with this annotation may be discounted in the calculation of the algorithm.

Note regarding the code 6.9F:

For sub-Honours modules, where there is a requirement to pass both the coursework element and the exam element in order to pass the module overall, the reporting code 6.9F is used to cap the grade when one of these elements has been failed. Should you see a code of 6.9F on your record, therefore, in the vast majority of cases this will signify that you failed to pass either the coursework, or the exam, element and not that you narrowly missed passing the module by 0.1 of a grade.

19.4 Marks and Criteria for Marking Bands

In Philosophy, we use a 20-point scale for marking individual pieces of work, as well as for reporting grades. When marking individual pieces of work, markers may use half-marks in addition to full integers (e.g., 13.5).

Students are reminded that at sub-Honours level they must pass (i.e., gain 7 or above) both assessment elements – coursework and exam – in order to pass the module overall. At Honours level there is no requirement for a student to pass a certain proportion of assessment in order to pass the module overall.

Note that a severe fail (of 3.9 or below) in either coursework or exam element will not by itself rule out the right to reassessment. Right to reassessment will only be lost if the overall grade for the module is below 3.9.

19.5 Marking Process and Moderation

For formal assessment (whether coursework or exams), work is first marked and given feedback by one member of staff, and then moderation of this marking is carried out by another member of staff. Moderation involves the second staff member reading a selected sample of the marked work and feedback from across the entire cohort and discussing the overall standard of marks and quality of feedback with the marker(s). This process helps to ensure that all staff are

marking to the same standards, and that marking is consistent across a module that has several markers.

19.6. Academic Appeals, Complaints and Disciplinary Issues

The University is committed to ensuring as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty, or are dissatisfied with your academic experience, you should raise concerns as soon as possible, through the appropriate process:

- **An appeal requesting a formal review of an academic decision** - where, for example, the University has made a judgement about your assessed work or progression within a course of study which you have grounds to query.

- **A complaint** - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (see the University's Complaints handling procedure). If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you **must** bring these to the attention of an appropriate member of staff (for example your Adviser, module coordinator or the appropriate Associate Dean) as soon as possible and normally prior to completing any assessment. If you base a subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

Disciplinary cases may arise where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the Good Academic Practice Policy; Non- Academic Misconduct is dealt with under separate procedures.

Using the Right Procedure.

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself. What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, a decision about progression, or termination of studies), then you must use the Appeals procedure. The permissible grounds for submitting an appeal are clearly detailed therein. If you are dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic judgment or decision is not one of the outcomes from the Complaints procedure used alone.

Further guidance and support

The Students' Association provides independent and confidential help and advice for students who are contemplating submitting an academic appeal, complaint or are having discipline

proceedings taken against them. **The Students' Association employs Iain Cupples, the Student Advocate (Education), whose job it is to ensure that you receive help with writing and submitting a submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.**

Contact

Iain Cupples
Student Advocate (Education)
https://www.yourunion.net/helphub/education/services/educationadvocate/

20 Staff - Student Consultation and Contact

Feedback about our courses and programme is always encouraged:

(a) informally and individually to lecturers and tutors, to the Sub-Honours Coordinator or to the Director of Teaching.

(b) through the Philosophy School President and class representatives at meetings of the Staff- Student Consultative Committee (see below); (c) by module questionnaires.

The Philosophy Department's Staff-Student Consultative Committee exists to consider matters concerning the academic welfare of students in the departments. The Committee meets at least once a semester. Its student members are comprised of: two students elected from 1000-level Philosophy modules, two students elected from 2000- level Philosophy modules, four from Honours modules, two Postgraduates and one student elected from the Evening Degree programme. Details of elections to the committee will be announced by the committee's convenor during the first few weeks of the semester.

If you wish to be nominated for election to the committee, please contact the Philosophy School President in the first instance.

All staff teaching in each semester will also attend the SSCC.

21 Deans' List

This is an annual award for academic excellence, promoted by the Deans of the University. Undergraduate and Postgraduate Taught students who achieve an outstanding overall result in the course of an academic year have their names inscribed on the Deans' List, an honour which will also appear on your University transcript.

The criteria for the award are strict. Only students taking no fewer than 120 credits counting towards an approved degree programme over the course of an academic year will be eligible and all credits have to be taken within the four Faculties of the University of St Andrews. Any student who meets all the criteria and who obtains a credit-weighted mean grade of 16.5 or above for the year will be recorded on the Deans' List. The rules will be adapted for part-time students, who must achieve the minimum credit-weighted mean of 16.5 in the pro-rata equivalent of 120 credits over the course of an academic year.

22 Progression to the SASP MLitt/MPhil

To progress to the MLitt or MPhil you must follow the normal application process. This involves providing two academic references, a writing sample, and a transcript of your grades. You will have to meet the minimum academic requirements, and also have an average grade of higher than 15 from your Diploma modules. Further information on how to apply can be found via the SASP Degrees pages.

23 Philosophy Seminars and Events

The Department of Philosophy at St Andrews runs many events, including talks by visiting speakers and workshops. See the Calendar of Events for full details.

The Department of Philosophy at Stirling holds its visiting speaker seminars on Thursday afternoons. See the Research Seminars page for full details.

St Andrews also has a weekly seminar run by and for the research students, meeting Friday afternoons, to which everyone is welcome. Full details, including a sign-up for seminars, can be found on-line at: https://sites.google.com/site/standrewsfridayseminar/

Arché runs a variety of informal seminars and discussion groups. Please see the Arché Events List for the seminar programme or the Calendar for the weekly Arché schedule.

Information about the Centre for Ethics, Philosophy and Public Affairs (CEPPA) and its conferences and workshops can be found at CEPPA.

There are additional philosophy events of interest to postgraduate students, such as conferences, reading parties and special lectures featuring visiting and internal speakers. You are warmly encouraged to attend any of these events.

24 A Very Short Guide to Constructive and Respectful Discussions in Philosophy (by the Society for Women and Minorities in Philosophy).

Tutorials and seminars are meant to promote constructive philosophical discussion. It is important when sharing views and arguments that you respect your peers by acknowledging their contributions, allowing everyone an opportunity to contribute and show respect over sensitive topics. Here are some things to keep in mind:

I. Respect

1. Be nice.

2. Don't be incredulous, roll your eyes, make faces, laugh at a participant, or start side conversations.

3. Don't present objections as flat dismissals (leave open the possibility that there's a response).

4. Don't speak over others, especially toward the beginning of an exchange (there's more room for back and forth with interruption later, but it's always good to let people get their point out first).

5. It's good to acknowledge your interlocutor's insights as well as those of previous contributors.

II. Constructiveness

1. Objections are fine, but it's also always OK to build on a speaker's project. Even objections can often be cast in a constructive way, and even destructive objections can often be usefully accompanied by a positive insight suggested by the objection.

2. If you find yourself thinking that the project is worth less and there is nothing to be learned from it, think twice before asking your question.

3. There's no need to keep pressing the same objection (individually or collectively).

4. Do ask questions about other discussants' ideas or arguments. Ask to clarify if you do not comprehend everything or ask how they would respond to a certain counter- argument.

5. Do think of the best possible ways to defend your interlocutor's position, even if their defense is not sufficiently strong enough in your estimation.

III. Inclusiveness

1. Don't dominate the discussion.

2. Try not to let your question (or your answer) run on forever. Raise one question per question (follow-ups developing a line of thought are OK, but questions on separate topics can wait).

3. It's OK to ask a question that you think may be unsophisticated or uninformed.

4. Don't use unnecessarily offensive examples.

It is worth remembering that that there can be reasonable disagreement on the guidelines, and that violating them doesn't automatically make you a bad person. If you have any thoughts on this, want to report something, or if you just need to talk to someone, you're always welcome to contact the Minorities and Philosophy society on mapuk.sasp@st-andrews.ac.uk.

25 Appendix: Mark Descriptors

Please refer to the University's guidance for the Common Reporting Scale.