MUSIC

as part of your degree

2019/20

Handbook for Undergraduates

Copies of this Handbook are available electronically via MMS
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1. Welcome

We are delighted that you have chosen to make music part of your degree this year.

This handbook is designed to provide all of our undergraduate students, whether new or returning, with essential information about undergraduate modules in music. Please take a few moments to read it carefully and retain it as a source of reference through the year.

You should also refer to the Online University Student Handbook. This includes sections on: Academic Information, Academic Regulations and Codes of Practice, Employment, Financial Information, Health, Library and Information Services, Student Organisations, Student Services and Student Support and Guidance. The handbook also offers straightforward advice on issues relating to the codes that represent University policy. It can be found on-line at: [http://www.st-andrews.ac.uk/studenthandbook](http://www.st-andrews.ac.uk/studenthandbook).

The University of St Andrews Music Centre offers a range of credit-bearing modules in music that count towards your degree. The Music Centre is currently based in the Younger Hall, and module teaching staff offices and the music seminar room are located in Beethoven Lodge, 65 North Street (next to the Younger Hall). This is an exciting year for us as we move to our new purpose-built Laidlaw Music Centre building during the academic year. Teaching will take place in these buildings and in the general teaching spaces in the centre of town. Our Academic Administrator, Diane Lyons, can be found in the main Music Centre office in the Younger Hall. General enquiries about academic provision should be addressed to the music module enquiries email: musicmodules@st-andrews.ac.uk.

We hope that many of those who are taking modules through the Music Centre will also wish to become involved in the Centre’s extra-curricular activities. The Music Centre offers facilities and opportunities for individual and group practice, tuition and performance and concerts and short non-credit bearing courses. Membership is open to students, staff and all members of the public. Some of our ensembles are auditioned, but others are open to all, and beginners in all disciplines are most welcome, so if you have never had the opportunity to involve yourself in music in the past, have a look at what we can offer. If you have any queries about any aspect of music at the University of St Andrews please do not hesitate to contact us at the music enquiries email: music@st-andrews.ac.uk.

If you want to find out more about the modules we offer, our website can be found here: [http://www.st-andrews.ac.uk/music/study/musicaspartofyourdegree/](http://www.st-andrews.ac.uk/music/study/musicaspartofyourdegree/)

We hope that you will work hard this year and enjoy your time with us.

Best wishes for a successful year!

Dr Michael Downes
Director of Music
Section A: Planning Your Studies

2. Contact Information

2.1 Key Music Module Contacts

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Music</td>
<td>Dr Michael Downes</td>
<td>ext.2226</td>
</tr>
<tr>
<td>Advisor of Studies</td>
<td>Dr Jane Pettigree</td>
<td>ext.2239</td>
</tr>
<tr>
<td>Coordinator of Academic Music</td>
<td>Dr Michael Ferguson</td>
<td>ext.2234</td>
</tr>
<tr>
<td>Disability Co-ordinator</td>
<td>Diane Lyons</td>
<td>ext.2233</td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>Dr Bede Williams</td>
<td>ext.2234</td>
</tr>
<tr>
<td>Head of Curriculum</td>
<td>Dr Jane Pettigree</td>
<td>ext.2239</td>
</tr>
<tr>
<td>Head of Music Technology</td>
<td>Dr Jonathan Kemp</td>
<td>ext.2145</td>
</tr>
<tr>
<td>Head of Instrumental Studies</td>
<td>Dr Bede Williams</td>
<td>ext.2234</td>
</tr>
<tr>
<td>Head of Vocal Studies</td>
<td>Jonathan May</td>
<td>ext.2226</td>
</tr>
<tr>
<td>Music Modules Administrator</td>
<td>Diane Lyons</td>
<td>ext.2233</td>
</tr>
<tr>
<td>Director of Teaching (Divinity, representing Music Centre)</td>
<td>Dr Elizabeth Shively</td>
<td>ees3</td>
</tr>
<tr>
<td>Director of PG Studies (Divinity, representing Music Centre)</td>
<td>Dr Timothy Lang</td>
<td>tjl5</td>
</tr>
</tbody>
</table>

Music Administration Office: Music Centre Office, Younger Hall, North Street
Opening hours: 9am – 5.00pm
Please contact the Music Modules Administrator for assistance in the absence of academic members of staff.

Semester 1 Module Coordinators:

- MU1003 Understanding Music A
  - Dr Jane Pettigree
  - ext. 2239

- MU1013 Understanding Music B
  - Dr Jane Pettigree
  - ext. 2239

- MU1005 Reading Opera
  - Dr Jane Pettigree
  - ext. 2239

- MU2002 Scottish Music
  - Dr Bede Williams
  - ext. 2145

- MU2006 Music Leadership
  - Dr Michael Ferguson
  - ext. 2234

Semester 2 Module Coordinators:

- MU1004 Making Music 1
  - Dr Bede Williams
  - ext. 2234

- MU2001 Making Music 2
  - Tom Wilkinson
  - ext. 2237

- MU3001 Making Music 3
  - Dr Bede Williams
  - ext. 2234

- MU1006 An Introduction to Ethnomusicology
  - Dr Jane Pettigree
  - ext. 2239

- MU2002 Scottish Music
  - Dr Jonathan Kemp
  - ext. 2145

- MU2004 Electronic Music
  - Dr Jonathan Kemp
  - ext. 2145

2
Questions about academic matters (such as course material, essays, exams) should in the first instance be addressed to your tutor. 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 Coordinator of Academic Music. For general queries, email the Music Modules Administrator on musicmodules@st-andrews.ac.uk

2.2 Academic Staff Contacts

**Dr Michael Downes**  
Director of Music  
Room: 1st Floor, Beethoven Lodge  
Email: directorofmusic  
Telephone: 46 2226

**Dr Michael Ferguson**  
Coordinator of Academic Music  
Room: 1st Floor, Beethoven Lodge  
Email: mcjf or CAMusic  
Telephone: 46 2234

**Dr Jonathan Kemp**  
Head of Music Technology  
Room: 2nd Floor, Beethoven Lodge  
Email: jk50  
Telephone: 46 2145

**Mr Jonathan May**  
Head of Vocal Studies  
Room: Music Centre, Younger Hall, North Street  
Email: jhm22  
Telephone: 46 2226

**Dr Jane Pettegree**  
Head of Curriculum  
Room: 2nd Floor, Beethoven Lodge  
Email: jkp1  
Telephone: 46 2239

**Dr Bede Williams**  
Head of Instrumental Studies  
Room: 2nd Floor, Beethoven Lodge  
Email: bw23  
Telephone: 46 2234

**Mr Tom Wilkinson**  
Associate Lecturer and University Organist  
Room: 1st Floor, Beethoven Lodge  
Email: taw21  
Telephone: 46 2237

**Contacting Staff: Office Hours:** Academic staff are available for consultation regarding course content, assessment or other issues during their ‘Consultation Hours’ which are...
posted on the noticeboard on the ground floor of Beethoven Lodge and on MMS. You are encouraged to discuss your progress with your tutors and to bring to their attention any issues or concerns you may have. You can also contact staff to discuss your performance and to receive feedback. If you cannot make these hours because you are at a class please email the staff member involved in order to make an appointment.

Music Centre Staff include:
Helen Gregory – Music Centre Manager (hjg10)
Diane Lyons – Music Modules Administrator (musicmodules@st-andrews.ac.uk)
Chris Bragg – Head of Programming (cjb30)
Ruth Carr – Music Centre Administrator (rac10)
Gillian Craig – Music Consultant (gc5)
Thomas Wylie – Music Centre Assistant (tigw)
Fiona Croal – Music Centre / SCO Intern (***)

2.3. Who to contact

<table>
<thead>
<tr>
<th>If you need to ....</th>
<th>then get in touch with ....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply for an extension (up to 3 days)</td>
<td>Your module coordinator</td>
</tr>
<tr>
<td>Apply for an extension (more than 3 days)</td>
<td>Coordinator of Academic Music</td>
</tr>
<tr>
<td>Discuss your 1000- or 2000- level module choices</td>
<td>Your sub-honours advisor of studies</td>
</tr>
</tbody>
</table>
| Discuss entry to MU3001 | i) General degree and study abroad students – your Advisor of Studies AND the Director of Music  
ii) Honours degree students – your Honours Advisors in ALL your main degree subjects, to confirm that your programme permits ‘dip across’ module choices AND the Director of Music |
| Give notification of an illness or special circumstances likely to affect your attendance, performance or submission of coursework | Your module coordinator  
or  
The Music Modules Administrator |
| Request additional feedback on coursework | Your tutor |
| Request feedback on an examination or a copy of the examination script | The Music Modules Administrator |
| Initiate an appeal against an academic judgement | The Director of Music |
Request advice on referencing and on acceptable academic practices | Your tutor

To report difficulties affecting attendance at compulsory classes or exams: your module coordinator and/or the music modules administrator (email: musicmodules)
* nb all such absences need also to be reported through i-Saint.

3. Useful Information
   Also see our website: http://www.st-andrews.ac.uk/music/study/musicaspartofyourdegree/

3.1 Orientation Week and Performance Module Auditions
   Students are reminded that Orientation Week is an integral part of the University semester. Introductory lectures, diagnostic tests, performance module entry auditions and library resource briefings take place in this period. If you need to audition, please see the Music Centre early in orientation week to sign up for a time slot. If you miss the orientation week audition window, contact the module coordinator for MU1004, MU2001, and MU3001 see if it might be possible to arrange a later audition. All students should also prepare for classes by purchasing and looking over course material including module handbooks. Information about all of the above, and handbooks for the coming semester, can be found on the music modules website.

3.2 Wellbeing, Advice and Support for Students
   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 St Andrews journey 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.
   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.

For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the Advice and Support Centre, 79 North Street, 01334 462020, theasc@st-andrews.ac.uk, https://www.st-andrews.ac.uk/ask-a-question/.

3.3. Semester Dates

The Semester Dates for 2019/20 are available at: https://www.st-andrews.ac.uk/semester-dates/2019-2020/

Examination Dates
The dates for 2019/20 are:
S1 Exam Diet: Saturday, 7 December – Friday 20 December 2019
S2 Exam Diet: Saturday, 9 May – Friday, 22 May 2020

3.4. CAPOD Resources

The University’s Centre for Academic, Professional and Organisational Development (CAPOD) can provide additional input to help students develop the skills they need for their academic studies and beyond. There are three main ways:

1. Academic skills: You can book a 1:1 appointment with one of the CAPOD 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 CAPOD website for those.

2. Professional skills: CAPOD 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, CAPOD 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.

There is more information on the CAPOD webpages www.st-andrews.ac.uk/capod/students or in the CAPOD office (Hebdomadars’ Block, St Salvator’s Quad).

3.5 **Communication/Use of Email**
Your University e-mail account is the official means of communication for the University and you are therefore reminded that you should read your e-mails on a daily basis during the academic term. You can arrange to have your University e-mail 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. Please be aware that Music uses use e-mail to disseminate important information on a regular basis.

3.6 **Course Materials**
Music uses MMS (the University’s in-house virtual learning environment) to deliver a lot of core content: look on the ‘Content’ pages of the relevant module. Many of our modules also use the electronic reading list facility, which may include digital scans and multiple copies or library short loan material (links from module handbooks, from MMS/Contents and from the University Library website). You may, however, be required to purchase core module textbooks or study packs as part of your studies in Music. Further details will be provided by your Module Coordinator at the start of the semester.

3.7 **First Aid/Safety**
A first-aid box is located in the Music Centre Office, Younger Hall. Should you require a first aider, please go to the Music Centre Office who will telephone for one for you.

The Music Centre Safety Officer is Helen Gregory (hjg10). Any hazards or safety-related incidents should be reported to the School Safety Officer.

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

3.8 **Disability Support**
If you require support for disability reasons, for example teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as learning difficulties, visual and hearing impairments, mobility difficulties, Asperger’s, mental health, long standing medical condition and much more [https://www.st-andrews.ac.uk/students/advice/disabilities/](https://www.st-andrews.ac.uk/students/advice/disabilities/).
**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. If you are not authorised by Student Services to record lectures then you must request permission from the relevant academic member of staff prior to the lecture taking place.

See: [https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/academic_adjustments_for_disabled_students.pdf](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/academic_adjustments_for_disabled_students.pdf)

and the Guidance for Students: [https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/academic_adjustments_for_disabled_students_student_guidance.pdf](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/academic_adjustments_for_disabled_students_student_guidance.pdf)

More information and help with any disability related issue is available at:
email: disability@st-andrews.ac.uk OR theasc@st-andrews.ac.uk

3.9 **Diversity in the Curriculum**

The University’s Equality and Diversity Officer is responsible for monitoring and assisting with implementation the policies and strategies to address issues of equality and diversity. We are open to engaging with any observations you may wish to bring to our attention, and will work with the EDI officer to address these. More information on this, along with contact details, can be found online at: [http://www.st-andrews.ac.uk/hr/edi/](http://www.st-andrews.ac.uk/hr/edi/)

4. **Music at Honours Level (MU3001 Making Music 3)**

The University of St Andrews does not currently offer music degrees and credits passed in music modules form part of the pathway for students’ main degree subjects and must be compatible with the degree requirements in the main discipline. We do, however, offer one Honours module in performance – MU3001 Making Music 3 - for suitably qualified students. This module provides an opportunity for a public recital to be delivered, and the syllabus includes professional careers development skills e.g. portfolio preparation and promotion. Students interested in pursuing music performance after graduating as a career may be considered for this based on an outstanding audition even if they have not been able to take the sub-honours performance modules, providing they have a sustained portfolio of very high level engagement in Music Centre performance activities during their prior studies.

If you are interested in MU3001 Making Music 3, you must contact the Director of Music during the Pre-Advising period prior to the session of enrolment, who will look at your previous portfolio of involvement and arrange for an entry audition to be carried out if you have not passed MU2001 Making Music 2. Your request to enroll must also during pre-Advising be approved by the student’s home School (normally the Honours Advisor and/or Director of Teaching) as compliant with their degree regulations. The student’s home School is responsible for finalizing the module choice in the Advising system, and will normally need to escalate this request through the online system to the relevant ProDean (Advising) who will complete the process.
NB be aware that all grades for modules taken at 3000 level and above – e.g. your MU3001 grade - will be factored into your final degree classification.

Students with an interest in music and who are following the appropriate Honours courses may also be interested in the following modules: DI4515 Victorian Hymn; PH4036 Physics of Music; PS4083 Psychology of Music; FR4110 Translating French Opera; IR4555 Music, Politics and IR; MO3421 Making People’s Music; MO3516 Popular Culture, Nation & Society.

Section B: Managing Your Studies

5. Advising, Assessment and Reassessment

5.1 Advising: Choosing and Changing Modules

Advising is the process by which students are assigned to modules that lead to the award of a degree. At the beginning of each session, before matriculation, undergraduate students must see, in person, their Advisor of Studies, who will validate their choice of modules and who will be able to give help and guidance on matters concerning academic progression. After the end of the re-advising period, any changes to the programme of study must be referred to the relevant Faculty Pro-Dean (Advising). For information on Advising policy see: 
http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/Changestostudies.pdf

Sub-honours students and non-graduating study-abroad students are assigned an Advisor when they enter the University and module enrolments are normally validated by this person. However, Music may advise and refer a student for re-advising when modules are over capacity (*full) or if a student does not appear to have the necessary prerequisite skills for a particular module.

Honours students will be assigned honours advisors in ALL their main subjects. Honours students wishes to ‘dip down’ or ‘dip across’ into music modules MUST a) see their Honours Advisors in their degree programme to confirm that this module choice is permissible within the regulations of their degree programme. If they wish to enroll for MU3001, the must also email the Director of Music (email: directorofmusic@st-andrews.ac.uk), who needs to confirm to their home School the student is suitably qualified to succeed on MU3001. If this is mutually approved, the home School Advisor should enter the core module choices on the Advising system and then escalate this exception to the relevant ProDean of Advising, who will complete the online advising process.

Failure to Register - This policy formalises how the University deals with students who fail to register at the University. Monday of week 4 by 9:00am is established as the hard deadline for being present in St Andrews and completing matriculation. The policy can be found at: https://www.st-andrews.ac.uk/students/rules/matriculation/failuretoregisterpolicy/

Performance music modules – e.g. MU1004 (Making Music 1), MU2001 (Making Music 2) and MU3001 (Making Music 3) – have prerequisites that may be in some circumstances
replaced by a successful audition (this is particularly relevant for overseas students). To request entry by audition to MU1004 and MU2001, sub-honours students should contact the module coordinator in the first instance. To request entry by audition to MU3001, or if you are an Honours student wishing to ‘dip down’ to take MU1004 or MU2001, you should first contact the Music Advisor of Studies who will work with your ‘home’ School(s) to determine whether this is an appropriate course of study before audition arrangements can be made. NB places on MU2001 and MU3001 are very limited and students who have gained the entry prerequisites from previous modules will be prioritized over those presenting for entry by audition.

**Pre-advising** of studies takes place from the end of April for returning students: follow the advising channels outlined above.

**Advising** involves a face-to-face meeting with your Advisor of Studies at the start of term. **Re-advising / changing modules** is only allowed in the first week of each semester. After this time, all queries must be referred to the appropriate Faculty Pro Dean (Advising). See: [https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/FailuretoCompleteAcademicAdvising.pdf](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/FailuretoCompleteAcademicAdvising.pdf)

**Withdrawal from a module** should be discussed with your Advisor of Studies during the re-advising period, and thereafter with the appropriate Faculty Pro Dean (Advising).

**Withdrawal from studies** (i.e. from all modules): If you are considering withdrawing from your studies at the University you should discuss the matter with Student Services in the first instance. You should arrange to do this as early as possible as there are often alternative options open to you that would not require the final step of permanent withdrawal from the University. If you do decide you wish to withdraw from your studies you must contact your Registry Support Officer who will be able to offer guidance on your options and who will ensure that the process is completed correctly. You should be aware that there are fee implications, as well as implications to your leave to remain in the UK if you are an overseas student, when you withdraw from your studies part of the way through an academic year. You should therefore ensure you contact the Money Adviser and the International Adviser in Student Services to obtain early advice on the final implications of your decision before you complete your withdrawal. Further information available at: [https://www.st-andrews.ac.uk/students/advice/academic/loa/](https://www.st-andrews.ac.uk/students/advice/academic/loa/)

### 5.2 Coursework

Details of topics, length requirements and due dates for assessed coursework will be provided by staff teaching the modules. All coursework is to be submitted electronically, via the Module Management System (MMS) unless you are instructed otherwise. Full instructions for how to submit your work via MMS can be found on: [https://www.st-andrews.ac.uk/mms/MMS%20Student%20Guide.pdf](https://www.st-andrews.ac.uk/mms/MMS%20Student%20Guide.pdf)

Music modules require all elements of formal assessment to be submitted in order to pass. If you fail to submit coursework you will receive an academic alert ASSESSMENT; please see section 12 below on late work. Missing work may result in 0X / fail.
Coursework should be word-processed, double-spaced with one-and-a-half inch (4cm) margins. Unless the format of the assignment is otherwise specified, please submit files in either .doc or .pdf format.

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
- the following statement:

'I hereby declare that the attached piece of written work is my own work and that I have not reproduced, without acknowledgement, 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.

The word-lengths specified for each essay include everything except the title and the bibliography (i.e., the word-count includes footnotes, quotations, etc.) This goes for dissertations and essays, at all levels. Variant conditions may apply to some very specific assignments (e.g. program note exercises) but in these cases, there will be a supplementary set of instructions that makes the word limits and parameters clear. Please read these instructions carefully!

Assignments may be up to 10% either over or under the specified word count. Substantially under-length work will normally receive a grade that reflects the insufficiency of the answer. In cases where the assignment is 10% or more over the word count, Music has adopted Faculty Penalty Scheme A i.e. 1 mark will be deducted for work that is 10% over the maximum word length, and then a further 1 mark will be deducted for each addition 10% excess.

See https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf

If you need to submit an essay when you are away from the University this should also be done via MMS unless you have been told otherwise.

Avoid repetition or substantial overlap between essays and examination answers, whether within a single module or between different modules.

Assessed coursework will normally be returned with feedback within 3 weeks of submission, and may be available sooner: see MMS for the feedback window for each assessment.

Feedback: Students will receive routine feedback on any work that they have submitted. Feedback will give you advice that will guide you to improving your learning and future performance. Feedback for written work is normally made through MMS. Go to MMS and check the assignment section for a) general comments, which may be visible on screen and
b) an annotated file providing detailed commentary against your original submission. You should download the feedback file for detailed comments. Feedback on assessment performance may also be given to a class as a whole. If you wish detailed feedback from a member of academic staff on an examination script, you should contact the member of staff concerned to arrange a suitable time. No fee is charged for this type of feedback. 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 Music Modules Administrator (email: musicmodules@st-andrews.ac.uk) and, on payment of a fee of £10 per examination script, a photocopy will be provided for you within five working days. Such requests should be made by the end of Week 3 of the semester that follows the examination diet. You may also contact your tutor if you feel you require further verbal feedback. Tutors will be glad to provide this assistance during Office Hours. If you cannot manage to attend a tutor’s office hour due to a timetable clash, contact your tutor by e-mail to organize a mutually convenient time to meet.

5.3 Assessment/Examinations – Policies

Past exam papers are available for most modules through iSaint.

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. Comprehensive information on the University’s assessment processes may be found at: http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/APP.pdf

• NB. examination timetables are published ONLY via the web.
• Examinations policies can be found at: http://www.st-andrews.ac.uk/students/academic/examinations/
• Examination rules and regulations can be found online at http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/examrules.pdf.
• Students with English as a second language should familiarise themselves with the guidelines for use of non-technical bilingual dictionaries in exam situations: this is permitted but only if you contact the Music Examinations Officer in advance. Email musicmodules@st-andrews.ac.uk before the start of the examinations diet if you think this applies to you.

5.3.1. Performance Examinations

It is a principle of grading performance modules where a final recital is assessed that the mark should be assigned on the basis of a live performance, as the communicative aspects of live music are substantially different from the qualities that can be ascertained from a sound recording. The following conditions will therefore apply.

• The examining panel will comprise two markers, at least one of whom must have experience of marking practical exams either at another UK HE institution, and/or experience acting for one of the UK conservatoire examination bodies, and/or
experience gained by grading recitals for a previous cohort at the University of St Andrews.

- Moderation will therefore take place as an integral part of the examination process.

- A sound recording shall be taken of the elements of practical assessment for the following audit reasons, and only these reasons:
  1) to demonstrate that the recital is within the durational limits required by the assessment criteria;
  2) to demonstrate that appropriate repertoire was presented;
  3) to demonstrate that the conditions in which the performance was delivered did not adversely and unfairly affect the examinee (i.e. any accompaniment was delivered to a satisfactory standard; there were no excessive interruptions to the recital or otherwise disturbing events in the immediate environment, etc);
  4) if a case is made for referral to the External Examiner for Music, to demonstrate against the grading criteria for the assessment the presence or otherwise of any substantial errors e.g. significant intonation problems, wrong notes, lapses in memory or gaps in delivery against the advised score, that might have impacted the grade awarded.

Reasons 1) to 3) may result in the examining panel making adjustments to any initial grade before the grade is released to the student; any adjustment made should be noted to the module board. In the case of 4), an appeal for arbitration by the External Examiner, students must realise that many communicative aspects of a live performance are not documented by a recording.

5.4 Deferred Assessment
The University’s policy on deferred assessment can be found online at https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/APP.pdf

Any students who wish to request deferred assessment should in the first instance email musicmodules@st-andrews.ac.uk.

5.5 Reassessment
Reassessment requirements for all modules can be found in the course catalogue and module handbooks. NB Reassessment for sub-Honours modules often takes the form of a resit examination during the Reassessment Diet which is usually held at the end of August. A resit examination covers the whole work of the module. Note: visiting study-abroad students who have resumed study at their home college before or during the resit diet may occasionally be granted alternative reassessments, or proctored examinations in their home college: these arrangements must be discussed with the Study Abroad office to ensure that arrangements are acceptable to the student’s home institution.

5.6 Degree Regulations
A regulatory structure determined by Senate and Court governs the award of all degrees. Undergraduate and Postgraduate Resolutions and Regulations are available at:
6. Advice on Writing a Music Essay and Referencing Music

All the music modules advise students to refer to *Music in Words* (Herbert: 2001). This book gives excellent advice on researching and writing about music and we would ask you to read Chapter 1 carefully for advice about writing about music and referencing musical examples. *Music in Words* is available through the University Library in hard copy and as an e-book.

Music does not insist on any single particular form of referencing. Please use the style of referencing you are comfortable with so long as it includes the title, author/composer, publication details and page references. You must, of course, be consistent throughout any piece of work. If you are not familiar with referencing conventions and you require further guidance please see *Music in Words* pp. 174-219.

To support your argument and avoid generalisation, refer to selected details in the material you have read. This may include quotations from a literary text; if so, make sure they are pertinent to the point you are making. Use quotation marks and page references, and make sure that quotations fit into the grammatical structure of the sentence in which they are inserted.

References to critical reading are important: they demonstrate the range of your reading and ability to respond to others’ opinions, but avoid long quotations: summarise in your own words where you can (but still with a clear acknowledgement). Also, always try to show what you think of the critic's view - you do not have to agree with what the “expert” source says, or leave its author with the last word. Make sure that your own voice comes through, and is not drowned by that of others.

Quotations from a critical source MUST ALWAYS be acknowledged in order to avoid any suggestion of plagiarism (see the advice on Good Academic Practice). It is NOT enough to acknowledge in your final bibliography the sources used; if quoting extracts from texts literally, these must be acknowledged in the body of the essay through the use of footnotes or endnotes.

When you take notes from a secondary source you should take care to distinguish clearly between your own commentary and the text that you copy, which should always be in inverted commas with the precise bibliographical reference provided. If you are paraphrasing the ideas from a published source you should also declare this in a reference. 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 add the page nos. in bracket after each quotation (in inverted commas) or paraphrase from the book.

When discussing specific pieces of music make sure you use concrete examples and do not make vague generalisations about them. Extracts from printed musical scores can be
incorporated into essays. If you do so, please identify them using bar numbers and the name of the piece, the number of the movement and the composer’s name.

As you may know from your other studies, titles of books, films, plays, journals etc. should normally be given in italics. The rules for pieces of music are slightly more complicated.

These are the general principles:

1. Titles that are specific to the individual work being discussed should be given in italics, e.g.:
   - Berlioz, *Symphonie Fantastique*
   - Stravinsky, *The Rite of Spring*
   - Schubert, *Winterreise*

2. Titles that are generic (i.e. they indicate a work’s genre, sometimes also with an indication of number or key) should *not* be given in italics, e.g.:
   - Beethoven, Symphony No. 9
   - Bach, Mass in B minor
   - Debussy, String Quartet

3. Titles that are ‘nicknames’ rather than the work’s official title (usually these are appended to a generic indication) should be given in inverted commas, e.g.:
   - Beethoven, Symphony No. 6, ‘Pastoral’
   - Haydn, ‘Nelson’ Mass
   - Dvorak, String Quartet No. 12 in F, ‘American’

4. Sections of larger works which have a name specific to that piece of music (whether this is one given by the composer, or the name of a text) should be given in inverted commas, e.g.:
   - Berlioz, ‘March to the Scaffold’ from *Symphonie Fantastique*
   - Stravinsky, ‘Sacrificial Dance’ from *The Rite of Spring*
   - Schubert, ‘Der Leiermann’ from *Winterreise*
   - Mozart, ‘Voi che sapete’ from *The Marriage of Figaro*

5. Sections of larger works whose name is a tempo marking, or a religious text common to all works in that genre, should *not* be given in italics or inverted commas, e.g.:
   - Mozart, Adagio ma non troppo from String Quintet in G minor
   - Fauré, Agnus Dei from the Requiem

Obviously there are ‘grey areas’, and *Music in Words* will give you help on some of these, but if you stick to these general principles you should not go too far wrong!
7. Good Academic Practice

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.

Academic misconduct includes the presentation of material as one’s own when it is not one’s own; the presentation of material whose provenance is academically inappropriate; and academically inappropriate behaviour in an examination or class test. Any work that is submitted for feedback and evaluation is liable for consideration under the University’s Good Academic Practice policy irrespective of whether it carries credit towards your degree. All work submitted by students is expected to represent good academic practice.

You should be aware that the University takes academic misconduct offences extremely seriously and any student found guilty of a repeat offence may be expelled from the University either temporarily or on a permanent basis.

Staff can and will perform regular and random checks for plagiarism, using appropriate software when necessary.

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

All students must familiarise themselves with the University’s Good Academic Practice Policy and procedures, which may be accessed from: https://www.st-andrews.ac.uk/policy/academic-policies-assessment-examination-and-award-good-academic-practice/good-academic-practice.pdf


All students are now also required to complete a short online course (delivered via MOODLE) that briefs them about good academic practice.

Students who are unsure about the correct presentation of academic material should approach their tutors, and may also contact CAPOD for training; email: capod@st-andrews.ac.uk.

Please note: plagiarised work will be penalised and may result in you failing a module.
8. Attendance

Please read the University’s general policy on absence, including how to report missed classes: http://www.st-andrews.ac.uk/students/rules/selfcertification/

8.1 Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the Academic Alert policy as stated elsewhere in this handbook. If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self Certificate of Absence form as soon as possible. Please go to http://mysaint.st-andrews.ac.uk/; the relevant section can be found under ‘My Details’.

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the ‘Academic Alert’ policy as stated elsewhere in this handbook. If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self Certificate of Absence form as soon as possible. Please go to http://mysaint.st-andrews.ac.uk/, the relevant section can be found under ‘My Details’.

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Services in order to organise the appropriate documentation. If you submit more than three Self Certificates in a single semester, or if the period of absence extends to more than two weeks, you may be contacted by Student Services, the relevant Associate Dean, or by an appropriate member of staff in your School.

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 UKVI any student who fails to enrol on a module or programme of study, or who fails to attend, or who discontinues their studies.

When will absence result in 0X?

- Students who are absent from University for more than 2 consecutive weeks, more than 10 consecutive teaching days, or a total of 15 or more non-consecutive teaching days, are in breach of Senate General Regulations and may fail the module.
with a 0X grade, except in exceptional circumstances and with the consent of the Dean of the relevant Faculty. A grade of 0X does not permit re-assessment; if these absences affect all your modules and are for good e.g. health-related reasons, you may be advised to discuss taking a leave of absence.

- A Music module may have more than one compulsory class in any one week. Alerts are sent out if a pattern of repeated absence develops in any one compulsory strand of teaching.
- See the following table and notes for guidance on when and why alerts are issued for Music modules.

<table>
<thead>
<tr>
<th>Problem ...</th>
<th>Academic Alert?</th>
<th>Action Required</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missed up to 3 compulsory weekly classes on non-consecutive weeks</td>
<td>Academic Alert ENGAGEMENT or if self-certification is missing, Academic Alert ABSENCE</td>
<td>The Academic Alert for ENGAGEMENT and ABSENCE both indicate that you need to catch up with missed work. NB you must submit a self-certification of absence within 3 working days of the absence</td>
<td>Missing class may affect grade outcomes. Non-submission of self-certification notes may initiate a more formal monitoring process.</td>
</tr>
<tr>
<td>Missed 2 compulsory weekly classes on 2 consecutive weeks OR up to 4 compulsory classes on non-consecutive weeks</td>
<td>Academic alert ABSENCE</td>
<td>Student must submit self-certification and should contact their tutor to catch up with missed work. They will also be advised to contact their Advisor of Studies and/or Student Support for advice/help.</td>
<td>Your academic grades may be affected. You may be contacted by Student Services or the relevant ProDean. Further absences may result in 0X.</td>
</tr>
<tr>
<td>Missed 3 compulsory weekly classes on consecutive weeks or &gt;4 compulsory weekly classes on non-consecutive weeks</td>
<td>Academic alert FINAL</td>
<td>Although you are normally by now facing a 0X grade, maintaining a dialogue with relevant staff (e.g. the Coordinator of Academic Music, your Advisor of Studies, Student Services) and responding by given deadlines is VITAL as some special circumstances may</td>
<td>You will normally be awarded 0X for this module. Please note that any adjustment to this is only likely in exceptional circumstances, and if there is also a record of contact and engagement with studies. Missing self-certification, or self-</td>
</tr>
</tbody>
</table>
warrant exceptional adjustments, but these can only be discussed if there is formal evidence of contact between you and us. Contact Student Support Services immediately to lodge any medical notes that may support a case for exceptional circumstances. Certification of dubious quality and/or provenance, will constitute evidence of poor engagement.

- A grade of OX does not permit re-assessment.
- Please consult module handbooks for information about compulsory classes.
- Modules assessed by contribution to group tasks may have tighter attendance requirements. Please check module handbooks for details.
- Modules with fortnightly rather than weekly tutorials will normally set limits to permitted non-attendance to ensure that this is reasonable within each semester. Please check module handbooks for details.
- Classes designated TUTORIALS and/or SEMINARS are interactive and involve group teaching. Attendance at these is compulsory.
- Classes designated as LECTURES are OPTIONAL although attendance may be taken as a monitoring measure, and is strongly advised.
- Missing a practical exam, class test or assessed oral presentation will result in an academic alert marked ASSESSMENT (failure to complete assessment) being issued. Please self-certify any such absences immediately. If the reason for absence is documented in good time, genuine and satisfactory, a deferred assessment may be requested. Otherwise, a further FINAL Academic Alert will be sent advising of a OX grade.

8.2 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 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 three 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

8.3 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 Advisor at Student Services (the ASC). They will, at their discretion, send a memo, in confidence, to the Music Module Administrator/Disability Officer to explain the problem.

8.4 Leave of Absence

The University policy on this can be found at:
https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/LOA.pdf

9. Academic Monitoring

9.1. 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. Academic Alerts will be issued by email from the module coordinator and will tell students what is wrong and what they are required to do (e.g. attend classes in future). The Alerts will also tell students what support the University can offer. 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. The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student’s permanent transcript. For more information on Academic Alerts and details on how the categories work, see https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/academicalerts.pdf Guidance for students is available at http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AlertsStudentGuide.pdf

Alerts are intended to prevent small problems from escalating. Don’t ignore them.

Alerts may be issued if you miss compulsory sessions and/or fail to submit compulsory elements of assessment. For Music Modules, students should note that the compulsory module elements are:

- attendance at all compulsory classes (tutorials AND seminars)
- submission of all coursework by 9am on the first day of the examination diet for the relevant semester
• attendance at any final examination and/or final recital.

Failure to satisfy these compulsory elements will lead to failure of the module (0X).

Note that a mark of 0 may be awarded for work that in no way satisfies the assignment requirements; do not feel tempted to dump random notes into MMS, as ‘any random upload to MMS’ may not constitute valid work. Assignments should display engagement with the question asked or task set, and attempt to express ideas in English, using your own words.

9.2. Late Work

If students miss a submission deadline for formally assessed assignments, they will receive an Academic Alert marked Assessment (Late Submission). Action required: submit work as soon as possible.

If the missing work is not submitted by the final deadline below, the student will receive an Academic Alert marked FINAL which means they will have failed the module 0X.

Where written work requires to be submitted for marking, a deadline will be specified well in advance; this may be communicated in the module handbook OR via MMS. If work is submitted after the specified deadline the following penalties will be applied using scheme A of the approved University’s coursework penalty schemes (see https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf)

These penalties are automatically applied by the MMS system.

• Up to one day late: loss of 1 mark.
• 1 mark will thereafter be subtracted for every additional day late until a mark of 0 may be awarded.
• University policy is that 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.
• Please remember this in the context of work that is handed into the Music office (Music Centre, Younger Hall) using paper hard-copy or a digital storage device. Although the Music Centre office may be open at points through the weekend, it will be closed on public holidays.

Significantly late work MAY therefore be graded 0 based on accumulated late penalties. However, provided it has been submitted by 9am on the first day of the examination diet, a 0 grade consequent on late penalties will not by itself prevent the assignment grade from being factored into the overall grade calculation for the module (i.e. the 0 will only imply MISSING work if it misses this final absolute deadline). Students should be aware, however, that the credit-weighted implication of a 0 graded assignment may result in a fail grade for the module as a whole.
Late work must still meet the basic academic criteria for the assignment. A 0 grade may be given to a submission that in no way meets the assignment criteria, and in this case, may constitute missing work and result in a 0X grade for the module.

Please note that work submitted more than 7 days after the deadline will be graded but feedback will NOT be provided.

If you have a VERY good reason for not meeting the set deadline, an extension may be granted in advance. Requests for extensions must be submitted by e-mail and must be received at least 24 hours before the deadline. Please note that NO extensions will be given after this time. Extensions of up to 3 days may be granted by your tutors; longer extensions can be obtained only from the Coordinator of Academic Music. (nb staff should notify the module administrator on musicmodules@st-andrews.ac.uk of all such agreed arrangements).

- **FINAL DEADLINE FOR ALL COURSEWORK.** No extension for continuously assessed work may be given after **9am on the first day of the examination diet.** Exceptionally, there may be grounds for applying for deferred assessment. In any such case, students should apply to the Coordinator of Academic Music (via email camusic@st-andrews.ac.uk), stating the grounds for such a request. Medical documentation will normally be requested if the reasons are health-related.

- Problems with a student’s own IT equipment does NOT constitute good reason for extension or deferral: good practice means making regular and recoverable backups of your work. If necessary, use the University’s pool of computers to prepare or upload work – and plan in good time.

NB: Students who turn up late for a practical exam will have missed their allocated timeslot, and will be awarded 0 for that element of assessment. In this case, an Academic Alert will be sent out marked ASSESSMENT (failure to complete assessment). Students must ensure that they submit any and all self-certification in such cases. If a student is aware that they may be unable to make their practical exam, they should contact the Module Coordinator IMMEDIATELY (and cc musicmodules@st-andrews.ac.uk). In exceptional circumstances, a deferred assessment may be requested. If no satisfactory evidence is supplied, the student will be sent a FINAL Academic alert.

### 9.3. 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. This allows effective resolutions to be worked out quickly.

Such issues normally fall into one of three categories:

- **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 (see the relevant Policy on Student Academic Appeals);
• **Complaints** - 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);

• **Disciplinary cases** - 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.

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 Academic 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.

**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)
9.4. **Early Academic Intervention**

To complement the Academic Alerts process, which is applied at a module level, the University operates an academic intervention process at an overall degree programme level. The principle is to help students recognise when their academic progress may be at risk, at a sufficiently early stage that they have opportunities to take action to address any underlying problems. Risks to studies include module results below those consistent with satisfactory academic progress; failure to progress on a student’s degree programme of choice, and in the most severe cases, termination of studies. See: [https://www.st-andrews.ac.uk/media/proctor/documents/early-intervention.pdf](https://www.st-andrews.ac.uk/media/proctor/documents/early-intervention.pdf)

9.5. **Termination of Studies – Undergraduates**

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 Associate Dean (Students) 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. However, in the first instance, only your credits attained in a relevant number of semesters are taken into account.

For more information, please see following links:
[https://www.st-andrews.ac.uk/students/rules/ugsenateregulations/](https://www.st-andrews.ac.uk/students/rules/ugsenateregulations/)
[https://www.st-andrews.ac.uk/students/academic/intervention/termination-of-studies/](https://www.st-andrews.ac.uk/students/academic/intervention/termination-of-studies/)

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 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.
For further information, see the University’s Policy on Student Academic Appeals at [https://www.st-andrews.ac.uk/students/rules/appeals/policy/](https://www.st-andrews.ac.uk/students/rules/appeals/policy/)

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, KY16 9AL  
**Telephone:** 01334 462020  
**Email:** theasc@st-andrews.ac.uk

**10. Marks, Grades and Degree Classification**

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). Details of the Common Reporting Scale can be found at:  
[https://www.st-andrews.ac.uk/staff/teaching/examinations/scale/](https://www.st-andrews.ac.uk/staff/teaching/examinations/scale/) and  
[https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/grades-definition.pdf](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/grades-definition.pdf)

In Music, we use the 20-point scale for marking, as well as for reporting grades. When marking individual pieces of work (i.e. essays, reports), markers will use will use only whole integers; work which is double marked or is made up of multiple questions or elements may be reported to one decimal place. **Final module grades** are reported to one decimal place.

**For modules with an assessment pattern of a 50/50% split between continuous assessment and final written examination, you must pass (i.e. gain 7 or above) in BOTH assessment elements** – i.e. in both overall coursework, and examination, grades – in order to pass the module. A severe fail (of 3.9 or below) in either element will not in itself rule out the right to reassessment, however. Right to reassessment will only be lost if the overall grade is below 4. Modules currently requiring pass marks in both continuous assessment and final written examination are:

- **MU1005**  Reading Opera  
- **MU2002**  Scottish Music

Other modules currently calculate the final grade on using a weighted average of all elements of assessment; weightings for each assignment can be found in the module handbooks.

**Illegible Exam Scripts:** It is your responsibility to ensure that your handwritten answers provided in examination scripts are legible and 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.
10.1 University Common Reporting Scale
The University uses a 20-point common reporting scale for grades (ie a 20 point basic scale reported to one decimal point for the reporting of final module grades). The use of the common reporting scale across all Schools ensures comparability of grading across disciplines. Note a distinction is now made between two types of fail grade (see below). Details of the Common Reporting Scale can be found at https://www.st-andrews.ac.uk/staff/teaching/examinations/scale/ Music also uses this scale to mark assessed work.

<table>
<thead>
<tr>
<th>Reporting scale</th>
<th>Honours classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>First class</td>
</tr>
<tr>
<td>19</td>
<td>&quot;</td>
</tr>
<tr>
<td>18</td>
<td>&quot;</td>
</tr>
<tr>
<td>17</td>
<td>&quot;</td>
</tr>
<tr>
<td>16.5</td>
<td>Cusp between classifications</td>
</tr>
<tr>
<td>16</td>
<td>Upper second class</td>
</tr>
<tr>
<td>15</td>
<td>&quot;</td>
</tr>
<tr>
<td>14</td>
<td>&quot;</td>
</tr>
<tr>
<td>13.5</td>
<td>Cusp between classifications</td>
</tr>
<tr>
<td>13</td>
<td>Lower second class</td>
</tr>
<tr>
<td>12</td>
<td>&quot;</td>
</tr>
<tr>
<td>11</td>
<td>&quot;</td>
</tr>
<tr>
<td>10.5</td>
<td>Cusp between classifications</td>
</tr>
<tr>
<td>10</td>
<td>Third class</td>
</tr>
<tr>
<td>9</td>
<td>&quot;</td>
</tr>
<tr>
<td>8</td>
<td>&quot;</td>
</tr>
<tr>
<td>7.5</td>
<td>Cusp between classifications</td>
</tr>
<tr>
<td>7</td>
<td>Pass</td>
</tr>
<tr>
<td>6</td>
<td>Fail (with right to resit)</td>
</tr>
<tr>
<td>5</td>
<td>&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;</td>
</tr>
<tr>
<td>3</td>
<td>Fail (with no right to resit)</td>
</tr>
<tr>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>0</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

10.2 Module Results Reporting Codes
The most common module results reporting codes reported to Registry are:

0X Failure to complete module requirements.
0D Deferred assessment.
0Z Result undecided: the result may be unresolved due to mitigating to one of the other definitive codes on the list as soon as the matter is resolved
0-3.9 F : Fail with no right to reassessment
4 – 6.9 F : Fail with right of reassessment
Other codes may be added by Faculty. A full table of possible grades can be found at: http://www.st-andrews.ac.uk/staff/teaching/examinations/reporting/

10.3. Special Circumstances – ‘S’ Code (MU3001 only)

‘S’ Coding is the method the University uses to recognise that special circumstances have affected most or all of the work of a module. ‘S’ coding may only be applied to Honours or taught postgraduate modules, except for taught postgraduate project or dissertation modules which are excluded. ‘S’ coding may only be applied with the explicit consent of the student and with the approval of the School. The final decision to ‘S’ code a module grade rests with the School. You should be aware that a maximum of 25% of the overall Honours credits required or 50% of the taught element of a postgraduate award may be ‘S’ coded.

If you feel that your ability to work is adversely affected by personal circumstances during your Honours years or during the taught modules of a taught postgraduate programme you should contact your School in the first instance indicating the circumstances of the difficulty experienced. This may relate to ongoing illness, close family bereavement or other significant personal difficulties.

You must bring this information to the attention of the School as soon as possible as there are a number of ways to deal with such situations, ‘S’ coding being the final option. It may be possible (and it is viewed as preferable) to arrange deferred assessments or extended submission dates rather than applying ‘S’ to the entire module. However, it should be noted that if such arrangements are made (extensions or deferred assessments etc.) it is unlikely that you will be entitled to have the module ‘S’ coded as well.

Additional conditions apply to retrospective S-coding, i.e. the request to have an S-code applied to a module after the module result has been reported.

Further information on ‘S’ coding can be found at: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/APP.pdf

10.4 Criteria for Marking Music Assignments

The tables on the following pages provide full descriptors for different types of assessment, which should help you to understand the mark you receive for any individual piece of work.

These apply to all modules that have these sorts of generic assessment types. Some modules have particular criteria for particular tasks, and if this is the case, the module handbook will have details of the assessment criteria.

See also the University’s statement on Classification, Grades, Marks and the 20-point scale: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/grades-definition.pdf
PLEASE NOTE: marking is a holistic process and markers will normally expect to look at the merits and/or demerits of the whole exercise unless it is specifically broken into smaller components. This means that a submission may have something excellent in it that balances out some errors or flaws to produce a good outcome, OR may have a catastrophic problem that pulls the mark down. Feedback should help students to understand the areas of relative strength and/or weakness.

10.4.1 Music Criteria for divisions within essay marking scale

20 (outstanding first)
1. The essay incorporates a number of original thoughts and insights about the material.
2. The student has read widely and carefully, including material not discussed directly at the lectures and workshops.
3. The student demonstrates a sophisticated understanding of the issues, and an excellent understanding of the musical material. The student shows an excellent understanding of how musical examples can be used to support or undermine particular theoretical points.
4. The essay has an excellent introduction and a finely crafted structure and style leading to an insightful conclusion.
5. Excellent presentation throughout.

19 (very good first)
18 (clear first)
17 (low first)
16 (good 2.1)
15 (clear 2.1)
14 (low 2.1)
13 (good 2.2)
12 (clear 2.2)
11 (low 2.2)
1. The essay incorporates some original thoughts and insights about the material.
2. The student has read widely and carefully, possibly including material not directly discussed during classes.
3. The student demonstrates a very good understanding of the issues and a good grasp of the musical material and of the theoretical points put forward by the various authors.
4. The student shows a very good understanding of how the musical material can be used to support or undermine particular theoretical points.
5. The essay has a very good introduction, a well crafted structure and a thoughtful conclusion.
6. Very good presentation throughout.

1. The student has done the basic reading relevant to a topic.
2. The student’s understanding of the material is adequate but basic.
3. The essay is over-reliant on lecture notes and handouts to construct an argument, although there may be some original points made or independent interpretations of the material.
4. The student’s understanding of the contribution of various authors to a debate may be limited.
5. The essay is well structured, coherent, and has a sound introduction and conclusion.
6. Good presentation throughout.
7. A low 2.2 can also be awarded to an essay which fails to address the essay question but which shows a good or very good command of the musical theory and musical material.

10 (upper 3rd)
1. The essay shows evidence of limited reading.
2. The essay shows evidence of limited understanding of the material.
3. The student relies heavily on lecture notes and handouts.
4. The essay shows little understanding of the contribution of various authors to a debate.
5. The essay is poorly structured.
6. Presentation is adequate.
7. A low 3rd can also be awarded to an essay which fails to address the essay question but which shows some command of musical theory and musical material.

9 (clear 3rd)
8 (low 3rd)
7 (clear pass)
1. The essay shows inadequate evidence of musical understanding of the topic.
2. There is little or inadequate reference to relevant reading material.
3. The student demonstrates poor essay writing skills.
4. A low pass can also be awarded to an essay which fails to address the essay question and which shows very little command of music theory and musical material.

4 to 6 (Fail with right to resit)
1. Work that shows no understanding of the topic covered.
2. The essay is often very short, superficial, or uses irrelevant examples.
3. The student fails to take a musical perspective to the material s/he is presenting in the essay.
4. An essay will be failed when the student fails to address the essay question and shows no command of music theory or musical material.

0 to 3 (Fail with no right to resit)

10.4.2 Music Criteria for Performance Assessment

Criteria are not all of equal importance so the indicators within the bandings cannot be used to calculate the mark

All marks are provisional until approved by the examination board

<table>
<thead>
<tr>
<th>Musical Communication</th>
<th>Accuracy and Technique</th>
<th>Interpretation and Style</th>
<th>Programme construction and Programme notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 and above (1)</td>
<td>Highly communicative – of a standard appropriate to a public recital</td>
<td>Flawless – or very nearly so</td>
<td>Imaginative and persuasive interpretation demonstrating a highly developed sense of style</td>
</tr>
<tr>
<td>Programme</td>
<td>Notes</td>
<td>Communication</td>
<td>Fluency and Security</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>14 – 16 (2:1)</td>
<td>Communicative</td>
<td>Fluent and secure</td>
<td>Convincing interpretation demonstrating stylistic sensitivity</td>
</tr>
<tr>
<td>11 – 13 (2:2)</td>
<td>Communicative, in places</td>
<td>Mostly secure – but some errors</td>
<td>Some awareness of appropriate style and interpretation</td>
</tr>
<tr>
<td>7 – 10 (3 and bare pass)</td>
<td>Little sense of communication</td>
<td>Insecurities impeding the performance</td>
<td>Some inappropriate choices within the programme. Rudimentary programme notes</td>
</tr>
<tr>
<td>1 – 6 (Fail)</td>
<td>No apparent ability to communicate the character of the work</td>
<td>Major errors and/or hesitation</td>
<td>No apparent sense of appropriate style</td>
</tr>
<tr>
<td>0</td>
<td>Not offered</td>
<td>Not offered</td>
<td>Not offered</td>
</tr>
</tbody>
</table>

*NB students who turn up late for a practical exam and miss their allocated time slot may be awarded 0 for that element of assessment. Depending on circumstances, they may request a deferred assessment from the Director of Teaching.*
### 10.4.3 Performance class criteria

Criteria are not all of equal importance so the indicators within the bandings cannot be used to calculate the mark

All marks are provisional until approved by the examination board

<table>
<thead>
<tr>
<th></th>
<th>Musical Communication</th>
<th>Accuracy and Technique</th>
<th>Interpretation and Style</th>
<th>Preparation and progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 and above</td>
<td>Highly communicative</td>
<td>Flawless — or very nearly so</td>
<td>Imaginative and persuasive interpretation demonstrating a highly developed sense of style</td>
<td>Preparation and progress leads to noticeable technical and musical development</td>
</tr>
<tr>
<td>(1)</td>
<td>– of a standard appropriate to a public recital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 – 16</td>
<td>Communicative</td>
<td>Fluent and secure</td>
<td>Convincing interpretation demonstrating stylistic sensitivity</td>
<td>Effective preparation with consistent, noticeable progress</td>
</tr>
<tr>
<td>(2:1)</td>
<td>(2:1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 – 13</td>
<td>Communicative in places</td>
<td>Mostly secure – but some errors</td>
<td>Some awareness of appropriate style and interpretation</td>
<td>Largely effective preparation though some progression evident</td>
</tr>
<tr>
<td>(2:2)</td>
<td>(2:2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – 10</td>
<td>Little sense of communication</td>
<td>Insecurities impeding the performance</td>
<td>Some inappropriate choices within the programme Rudimentary programme notes</td>
<td>Poor preparation though some progression evident</td>
</tr>
<tr>
<td>(3 and bare pass)</td>
<td>(3 and bare pass)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 6</td>
<td>No apparent ability to communicate the character of the work</td>
<td>Major errors and/or hesitation</td>
<td>No apparent sense of appropriate style</td>
<td>Consistently poor preparation with no obvious progression</td>
</tr>
<tr>
<td>(Fail)</td>
<td>(Fail)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Not offered</td>
<td>Not offered</td>
<td>Not offered</td>
<td>Not offered</td>
</tr>
</tbody>
</table>
10.4.4 Music Criteria for Composition

17 and above
The following characteristics will be in evidence:

- Flawless presentation
- A high degree of originality
- Well-developed technique and idiomatic use of instruments
- A clear sense of overall form / conceptual structure

14-16
The following characteristics will be in evidence:

- A high level of presentation
- Originality
- A sound technique and effective use of instruments
- Some sense of overall form / conceptual structure

11-13
The following characteristics will be in evidence:

- An acceptable level of presentation
- Occasional moments of originality
- Mainly secure technique and use of instruments

7-10
The following characteristics will be in evidence:

- A poor level of presentation
- Very few or no moments of originality
- Some secure technique and use of instruments
### 10.4.5 Music Criteria for Reflective Diaries (Performance Modules)

Criteria are not all of equal importance so the indicators within the bandings cannot be used to calculate the mark

All marks are provisional until approved by the examination board

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Listening</th>
<th>Problem solving</th>
<th>Evaluation and receptiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 and above (1st)</td>
<td>Experiences and teaching related to the module are completely documented and explored. Recurring concepts are identified and developed as a narrative.</td>
<td>Record of listening demonstrates an ability to place schools, traditions and trends in context of own performance.</td>
<td>Areas for improvement are skilfully identified. Diagnostic evidence demonstrates an awareness of how solutions/strategies will/can lead to short and long-term musical development.</td>
</tr>
<tr>
<td>14 – 16 (2:1)</td>
<td>Complete documentation of all experiences and teaching related to the module with isolated exploration of concepts.</td>
<td>Record of listening demonstrates an ability to infer approaches from the performance of others.</td>
<td>Areas for improvement are skilfully identified and solutions/strategies developed and deployed.</td>
</tr>
<tr>
<td>11 – 13 (2:2)</td>
<td>A thorough documentation of the module with some exploration of the teaching and experiences.</td>
<td>Record of listening demonstrates an ability to infer approaches from the performance of others, though connections are not always relevant to own practice.</td>
<td>Areas for improvement are identified and solutions/strategies developed though they are not always applied to practice.</td>
</tr>
<tr>
<td>7 – 10 (3rd and bare pass)</td>
<td>Sufficient documentation of the module though teaching and experiences are not explored.</td>
<td>Some awareness of how listening can be beneficial though approaches are only inferred from within own performance area.</td>
<td>Some ability to recognise areas for improvement though solutions/strategies are not always appropriate or developed.</td>
</tr>
<tr>
<td>1 – 6 (Fail)</td>
<td>Insufficient documentation and exploration of experiences and teaching related to the module.</td>
<td>Little or no demonstration of how listening can help improvement as a musician.</td>
<td>Little or no demonstration of identifying areas that need improvement.</td>
</tr>
<tr>
<td>0</td>
<td>Not offered</td>
<td>Not offered</td>
<td>Not offered</td>
</tr>
</tbody>
</table>
Section C: Getting Involved

11. Staff - Student Consultation

Feedback about our courses and programmes is always encouraged, and individual problems should always be discussed with relevant members of staff as these occur.

(a) Operational issues – by module. If student problems occur within individual modules, please discuss these first with the relevant member of staff and/or module coordinator either by email and/or by meetings (office hours or arranged as per module handbooks). However, modules will each have class representatives, and collective representation may be made through these students (see MMS Contents pages for names for your module). The Music President (see below) and/or Music Director of Teaching can be contacted if problems are not resolved or if further advice or assistance is required. We will ask, early in the semester, for volunteers to be class representatives. The input of class representatives is important: these people, your classmates, will know from the inside how the class is running, and staff value their comments throughout the term. If you think you can speak for your class – please volunteer when asked.

(b) Strategic Issues – by formal review meeting. More formal student comment and feedback is provided by module representatives at Staff-Student Consultative Committees. SSCC meetings will take place twice a year, towards the end of each semester (dates tbc); class representatives will be asked to attend Staff-Student Consultative Committees to discuss final issues affecting each module at the end of the semester. These meetings are chaired by the Music Centre Student President. Because Music is not a full degree subject, the role of Class President is appointed in semester 2 by an application and interview process conducted through the Music Centre, and confirmed to the Students Association. Vice Presidents are also appointed to assist particularly with performance and extra-curricular music making activities, with two VPs acting for vocal and instrumental students respectively (see below for current year).

Class Co-Presidents 2019-20: Iona Baillie (Instrumental) and Ross McArthur (Vocal)
Email: musicpresident@st-andrews.ac.uk

Staff Student Consultation committees are normally held at the end of each semester, Wednesday of either weeks 10 or 11, and are chaired by the Class President. As Music module enrolment is always elective and not linked to a progressive degree pathway, this provides an opportunity to review the delivery of teaching and assessment on a module-by-module basis, and helps to plan and develop future teaching.

(c) by module questionnaires. Please take time to complete the online feedback forms – we do read them!
12. Music Prizes

The following prizes are available to students studying academic music modules.

- The **C J Low Prize** is awarded to the most improved student enrolled on one of MU1003 Understanding Music A, MU1013 Understanding Music B, or MU1019 Understanding Music for Beginners (Evening Degree). This prize was established in memory of an alumna who always made the most of all opportunities to pursue interesting activities beyond her core studies, and is designed to encourage good, proactive engagement with learning opportunities provided by these modules.

- The **Cedric Thorpe Davie Prize** is awarded to the student who has achieved outstanding success in one or more music modules during the academic year concerned. Cedric Thorpe Davie (1913-1983) was the first Professor of Music at the University of St Andrews, establishing the first Music Department here in 1947. He was an enthusiastic educator of young musicians, and was also known for compositions (particularly film music) that drew on the traditions of Scottish folk music.

13. Other reward and internship programs.

13.1 Deans’ List

This is an award for academic excellence, promoted by the Deans of the University.

Undergraduate 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. 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. Full details of all the criteria and conditions for the Deans’ List are available at [https://www.st-andrews.ac.uk/students/academic/awards/universityprizes/deanslist/](https://www.st-andrews.ac.uk/students/academic/awards/universityprizes/deanslist/)

13.2 Undergraduate Internships

Several schemes exist to promote projects that explore the many ways in which Research and Teaching can come together and to give undergraduate students the opportunity to gain experience doing independent research. These programmes are administered by the Proctor’s Office.

Music may be able to support projects submitted under the following schemes:

13.2.1. **Laidlaw Undergraduate Internship Program**

The Laidlaw Undergraduate Research and Leadership Programme is sponsored by a
generous donation from The Rt Hon Lord Laidlaw of Rothiemay, an honorary graduate of the University. This exciting Programme, now in its fourth year, equips students with the skills and values to become leaders in their chosen occupations beyond University.

Interns will design, pursue and report on a research question of their own devising working on this research with an academic in their chosen School. Importantly, interns will also complete intensive, bespoke Leadership training sessions.

This programme is open to undergraduate students in their penultimate year of study. Please see the Laidlaw website for more information at https://www.st-andrews.ac.uk/students/involve/laidlaw/.

13.2.2. Undergraduate Research Assistantship Scheme (URAS)
This programme was introduced to promote projects that emphasise the many ways in which Research and Teaching can come together and to give undergraduate students the opportunity to gain experience doing independent research. The URAS is open to any undergraduate student matriculated at the University of St Andrews. URAS funding (currently at £50 per 6 hours of work, up to £2,000 per School) cannot be used to support research for a credit-bearing programme. The programme is administered by the Proctor’s Office. For full details of the application process visit https://www.st-andrews.ac.uk/students/academic/internships/researchassistantscheme/.

End of Handbook