Copies of this handbook and module handbooks are available electronically at

http://www.st-andrews.ac.uk/english

2018-2019
INTRODUCTION
The pages that follow provide all of our students with essential information about the School of English. It is vital that each student in the School is familiar with our procedures, so please read this document carefully and keep it for future reference.

English at St Andrews is a literature-based degree. The sub-Honours modules at levels 1000 and 2000 are designed to equip students with a wide range of literary experience so that, if you enter Honours English, you may make an informed choice among the range of modules on offer. To ensure an appropriate breadth of study there are certain requirements stipulating some historical range among the topics studied at Honours, and there is a general progression from broader to more advanced, specialist study as students move from level 3000 to level 4000 modules. Please note that for various reasons modules may be temporarily withdrawn — plan your course of study carefully and well in advance of any deadlines.

By the time you graduate in English you will have developed a sense of independent critical thinking and judgement, you will be alert to the possibilities of expressive language, you will have developed both a broad, and in some areas, a deep knowledge of literature in English.

Sometimes it helps to reflect further on what it means to do an English degree. It helps, also, to realise the kinds of knowledge and skills that a degree in English provides. If you would like to read a little more about those, you might like to look at the 'benchmarking' statement which sets out a fuller description of the principles underpinning English degrees in UK universities. You can find that statement at:


I hope that you will find the School of English at St Andrews a welcoming, satisfying and challenging community in which to study. Among the staff and students are highly distinguished critics, scholars and creative writers; most members of the School work in several literary/critical areas. We use a range of teaching techniques so that sometimes you may work in a small group, and sometimes in a larger one. Though a good deal of the study of English involves individual effort, group work should provide a sense of confirmation, fruitful disagreement, and community to complement the sometimes solitary business of reading and writing. If there are times when you feel you need to speak to a tutor individually, please make use of his or her consultation hours, normally announced by a notice on the tutor's door and on the English website.

We aim to treat all students fairly and in an appropriate way, so it is important that you are fully aware of and abide by the rules set out in the following pages. Please note in particular the requirements for Honours entry (Section 2, para 15). Care has been taken in compiling this material, but, in any case where School and University rulings conflict, University rulings have precedence.

I hope you enjoy your time in the School of English, and wish you good fortune with your studies.

Professor Stabler, Head of School
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Section One

1. TEACHING AND ADMINISTRATIVE STAFF

Head of School: Professor S J Stabler (english)
Deputy Head of School: Dr S C Manly (sm32) S1
Dr A L Davis (ald3) S2
School Office: Room 22, Castle House
School Office telephone number: (01334) 462666
School e-mail: english@st-andrews.ac.uk
Office Manager: Mrs J Gordon
Office Administrator: Mrs L Mackintosh
Office Administrator: Ms A Givan

School’s web address: www.st-andrews.ac.uk/english

Postgraduate & Research Administrator: Ms A Wallace
School’s Postgraduate Office: Room 11, Castle House
School’s Postgraduate e-mail address: pgeng@st-andrews.ac.uk

Admissions Officer Dr C M Alt (cma7)

Careers & Employability Officer: Mr O Emanuel (oe3) S1
Professor Z K Harris (zkh2) S2

Director of Postgraduate Studies -
Research postgraduates: Dr P Mackay (engdopgr)
Taught postgraduates: Dr M Connolly (engdopgt)

Directors of Research: Policy, Publications & Grants: Dr T E Jones (engdor)
Director of Research: Digital, Impact and Environment: Dr E S Sutton (ess2)

Director of Teaching: Dr C Rauer (engdot)

Disabilities Officer: Dr I R Johnson (engdis)

Environmental Officer: Professor J P Burnside (jb44)

Equality & Diversity Officer: Dr K L Garner (klg7) with responsibility
for Athena Swan

Ethics Officer: Dr L M Burns (lmb21)

Examinations Officer: Dr J P Purdon (engexams)
Academic Misconduct Officer: Dr M C Augustine (mca3) S1
Professor N H Roe (nhr) S2

Health & Safety Officer: Professor S J Stabler (english)

Honours Advisers: Dr E Jones (ej26), Dr S J Lodge (sjl15) S1
Dr A L Davis (ald3), Ms L G Glaister (lgg) S2
William & Mary: Dr M R Purdie (rp6)
Sub-Honours Advisers: Dr K L Garner (klg7)
Dr O Hazzard (orh)
Dr K E Treen (ket4)
IT and AV Officer: Ms A Sansom (ajs33)
Library Representative: Professor C S Jones (csj2)
Mature Students Officer: Professor N P P Rhodes (nppr) S1
Ms L G Glaister (lgg) S2
Press Officer: Mr M Caley (mch26)
School of English Facebook & Twitter Mr M Caley (mch26)
engtwitter@st-andrews.ac.uk
Study Abroad Officer Dr M R Purdie (rp6)
Creative Writing Administrative Officer: Dr Emma Jones
Creative Writing Web and Publicity Officer: Dr Oli Hazzard

Semester Dates
The Semester Dates for 2018-19 are available at:
https://www.st-andrews.ac.uk/semesterdates/2018-2019/

Examination Dates
S1 Exam Diet: Saturday 8th – Friday 21st December 2018
S2 Exam Diet: Saturday 11th – Friday 24th May 2019
2. Staff names, e-mail and offices

Head of School

Professor S J Stabler (english) Room 20, Castle House, Entrance foyer
Dr C M Alt (cma7) Room 33, Castle House, First Floor
Dr H A R Archer (harh) Room 204, Kennedy Hall, Second Floor
Dr M C Augustine (mca3) Room 14, Castle House, Basement
Dr L M Burns (imb21) Room 203, Kennedy Hall, Second Floor
Dr J D Byatt (jdb21) Room 41, Castle House, Top Floor
Mr M Caley (mch26) Room 21, Castle House, Entrance Foyer
Dr M Connolly (mc29) Room 12, 71 South Street, Med History
Dr A L Davis (ald3) Room 101, Kennedy Hall, First Floor
Professor J P Burnside (jb44) Room 002, Kennedy Hall, Ground Floor
Dr M Connolly (mc29) Medieval History, 71 South Street
Professor R Crawford (rc4) Room 41, Castle House, Top Floor
Mr O Emanuel (oe3) (S1) Byre Theatre
Dr K L Garner (klg7) Room 11, 66 North Street
Dr C L Gill (cg209) Room 005, Kennedy Hall, Ground Floor
Ms L G Glaister (llg) (S2) Room 301, Kennedy Hall, Top Floor
Dr H Goodwyn Room 005, Kennedy Hall, Ground Floor
Dr S F Haddow (jsfh) Room 304, Top Floor, Kennedy Hall
Professor Z K Harris (zkh2) (S1) Byre Theatre
Dr O R Hazzard (orh) Room 12, Castle House, Lower Floor
Dr I R Johnson (irj) Room 302, Kennedy Hall, Top Floor
Professor C S Jones (csj2) Room 205, Kennedy Hall, Second Floor
Dr E Jones (ej26) Room 001, Kennedy Hall, Ground Floor
Dr T E Jones (tej1) Room 206, Kennedy Hall, Second Floor
Dr S J Lodge (sjl15) (S1) Room 301, Kennedy Hall, Top Floor
Dr P Mackay (pm83) Room 004, Kennedy Hall, Ground Floor
Dr S C Manly (sm32) (S1) Room 40, Castle House, Top Floor
Professor D Paterson (dp31) Room 21, Castle House, Entrance Foyer
Dr G J Pertile (gjp4) Room 305, Kennedy Hall, Top Floor
Professor G M Plain (gp3) Room 32, Castle House, First Floor
Dr J J Purdon (jjp5) Room 10, Castle House, Lower Floor
Dr M R Purdie (rp6) Room 23, Castle House, Entrance foyer
Dr C Rauer (cr30) Room 31, Castle House, First Floor
Dr A Raychaudhuri (ar220) Room 201, Kennedy Hall, Second Floor
Professor N P P Rhodes (nppr) Room 16, Castle House, Lower Floor
Professor N H Roe (nhr) Room 42, Castle House, Top Floor
Professor S C Sellers (scs2) Room 15, 66 North Street
Dr E S Sutton (ess2) Room 303, Kennedy Hall, Top Floor
Dr G P Tate (gpt4) Room 006, Kennedy Hall, Ground Floor
Dr K E Treen (ket4) Room 40, Castle House, Top Floor

**IT Officer**
Ms A Sansom (ajs33) Room 15, 66 North Street

**Emeritus Professors**
Professor Michael Alexander
Professor Douglas Dunn

**Honorary Professors**
Professor Anne Coldiron (Florida)
Professor Lorna Hutson (Cambridge)
Professor Sally Mapstone (St Andrews)
Professor Paul Muldoon (Princeton)
Professor Andrew Murphy (Trinity, Dublin)
Professor Kay Redfield Jamison (Johns Hopkins)

**Honorary Senior Lecturers**
Mr Thomas Duncan
Dr Christopher MacLachlan
Mr Phillip Mallett
Dr Philip Parry

**Honorary Lecturer**
Dr Deborah Harris

**Honorary Research Fellow**
Dr Jane Pettegree (jkp1)
3. STAFF: PRINCIPAL RESEARCH AND TEACHING INTERESTS

Alt, C.M. BA Ottawa, MA Queen's, DPhil Oxford: modernist British literature; Virginia Woolf; literature and science; eco-criticism; material culture studies.

Archer, H.A.R. BA, MSt, DPhil Oxford: late medieval and early modern literature; Elizabethan and Jacobean print culture; reception; historiography and histories of knowledge; ecocriticism.

Augustine, M.C. BA Illinois, MA, PhD Washington University in St. Louis: early modern British literature, esp. literature of the civil war and Restoration; poetics; politics and literature; history of the book.

Burns, L.M. MA Glasgow, PhD Glasgow: postcolonial literatures and theory; Caribbean literature; twentieth- and twenty-first-century black British and British Asian writing; critical theory and continental philosophy (especially Gilles Deleuze).

Burnside, J.P. BA Cambridge College of Arts and Technology, FRSL: creative writing; American literature; poetry and philosophy.

Byatt, J.D. BA Wolverhampton, MA, PhD Warwick: modern and contemporary literature; popular music; cinema; popular culture.

Caley M. HE Diploma in Visual Communication, Nottingham Trent: modern and contemporary poetry /creative writing; image, text & sound; the song in cinema; semiotics.

Connolly, M. MA, PhD St Andrews, FEA: Old and Middle English Literature; Middle English prose; manuscript studies; palaeography; book history.

Crawford, R. MA Glasgow, DPhil Oxford, FRSE, FEA, FBA: modern Scottish literature; T S Eliot; contemporary poetry; aspects of American and Australian literature; creative writing.


Emanuel, O. BA (Hons) Leeds, MA East Anglia: creative writing; playwriting and fiction.

Garner, K.L. BA, MA, PhD Cardiff: Romantic and nineteenth-century women’s writing, Gothic literature, medievalism.

Gill, C.L. BA, MA, PhD Queen's University, Belfast: late-Victorian literature; book history; media history; Olive Schreiner; South African literary culture.
Glaister, L.G.  BA Hons Open, MA Sheffield: creative writing, particularly fiction.

Goodwyn, H.  BA (Hons) Leeds, MA King's College London, PhD Queen Mary, University of London: nineteenth century literature; book and media history; pedagogy and practice.

Haddow, S.F.  MA Goldsmiths, PhD Nottingham: theatre and historiography; playwriting and dramaturgy; politics and performance; critical theory; contemporary British drama.


Hazzard, O.R.  BA UCL, MA Bristol, DPhil Oxford creative writing; poetry; Oulipo; the New York School.

Johnson, I.R.  BA Oxford, PhD Bristol: Old and Middle English literature; mediaeval literary thought.

Jones, C.S.  BA London, MA Belfast, PhD St Andrews: Old English literature; nineteenth and twentieth-century poetry.

Jones, E.  BA Hons Sydney, PhD Cambridge: nineteenth and twentieth century poetry; film; creative writing.

Jones, T.E.  BA PhD Cambridge: Alexander Pope; critical theory and practice in the eighteenth century; poetry and theories of meaning.


Mackay, P.  MA Glasgow, PhD Trinity College, Dublin: modern and contemporary Irish and Scottish Literature; Romantic poetry; Scottish Gaelic poetry.

Manly, S.C.  MA Cambridge, DPhil Oxford: literature of the 1790s; Maria Edgeworth.

Paterson, D.  creative writing; poetry.


Plain, G.M.  MA Cambridge, PhD Newcastle-upon-Tyne: twentieth-century war writing; literature of the 1940s and 50s; mid-century British cinema; crime fiction; feminist and gender theory.

Purdie, M.R.  MA St Andrews, PhD Bristol: Old and Middle English literature; Middle English Romances; Northern literary culture in mediaeval England.
Purdon, J.J. MA, MPhil, PhD Cambridge: Twentieth and twenty-first century literatures; Modernism; film; Cold War culture; writing and technology.

Rauer, C. BA MA Leeds, PhD Cambridge: Old and Middle English literature.

Raychaudhuri, A. BA MA London, PhD Cardiff: War writing, postcolonial theory, Literature of the Empire, 1930s literature, Memory studies, Film and TV studies, Critical Theory, Cultural Studies, Marxist theory.

Rhodes, N.P.P. MA DPhil Oxford: Renaissance literature and culture, especially Shakespeare, Donne, Jonson and James VI and I; eloquence, rhetoric and the origins of English; early modern encyclopaedism and the pre-history of the computer.


Sellers, S.C. BA Kent, MA PGCE PhD London, DEA Sorbonne: contemporary critical theory; contemporary fiction; feminism; creative writing; myth and fairy tale.

Stabler, S.J. MA St Andrews, MPhil Stirling, PhD Glasgow: Romanticism, Byron, Jane Austen, travel writing.

Sutton, E.S. BA Exeter, MA Leeds, PhD Cambridge: ‘fin-de-siècle’ literature and culture; music and literature.

Tate, G.P. BA Sheffield, MSt DPhil Oxford: Victorian literature and culture; Romantic poetry; literature and science.

Treen, K.E. MA, MPhil, PhD Cambridge: Nineteenth and twentieth century American literature; American Civil War literature and memory; material culture; affect theory; literature and the history of psychology.
4. MODULES AND COORDINATORS

School of English  Modules 18-19

Semester 1

Dr Byatt  EN1003  Culture & Conflict: An introduction to nineteenth- and twentieth-century literature
Dr Archer  EN1901  Reading English - Evening Degree
Dr Pertile  EN2003  Medieval and Renaissance Texts
Dr Rauer  EN3111  Beowulf
Dr Purdie  EN3113  Older Scots Literature to 1560
Professor Rhodes  EN3141  Tragedy in the Age of Shakespeare
Dr Alt  EN3212  Modernist Literature: Making It New?
Dr Burns  EN3213  Postcolonial Literature and Theory
Dr Purdon  EN3215  Atomic Cultures: Anglophone Writing and the Global Cold War
Dr E Jones  EN3904  Crime and Passion in Popular Culture 1: To 1900 – Evening Degree
Dr Johnson  EN4312  Authorising English: Society, Gender and Religion in Late Medieval English Literature
Dr C S Jones  EN4315  Apocalyptic Literature in Early English
Dr Davis  EN4344  Early English Romance Comedy: Shakespeare & his Contemporaries
Dr Augustine  EN4347  Milton
Dr Pertile  EN4348  Bodies and Selves in the Renaissance
Dr Garner  EN4361  The Novels of Jane Austen in Context
Dr T E Jones  EN4362  Mind, Body and Soul: Literature in the Enlightenment
Dr Manly  EN4365  Literature and Childhood in the Eighteenth Century
Dr Tate  EN4369  Victorian Literature and Science
Dr Rauer  EN4398  Short Dissertation (15 credits)
Dr Burns  EN4399  Dissertation
Dr Lodge  EN4402  Speeches & Speechwriting: History, Theory, and Practice
Professor Plain  EN4413  Reading the 1940s
Dr Sutton  EN4416  Virginia Woolf
Dr Hazzard  EN4417  Writing Poetry and Prose
Dr Treen  EN4419  American Fiction: Self and Nation, 1865-1939
Dr Mackay  EN4425  Celtic Modernisms
Mr Caley  EN4427  The Shape of the Poem
Dr E Jones  EN4432  Poetry and Cinema
Professor Harris & Mr Emanuel  EN4500  Playwriting
Dr Burns  EN4794  Joint Dissertation
Dr Rauer  ID4002  Communication and Teaching in Arts and Humanities (15 credits)
Semester 2

Dr Treen EN1004 Explorers and Revolutionaries: Literature 1680-1830
Dr Haddow EN2004 Drama: Reading and Performance
Dr Archer EN2901 Comedy in English - Evening Degree
Dr Johnson EN3112 Chaucer’s Canterbury Tales
Dr Pertile EN3141 Tragedy in the Age of Shakespeare
Professor Rhodes EN3142 Renaissance Literature: Texts and Contexts
Professor Roe EN3163 The Younger Romantics: Poetry and Prose (1810-1830)
Dr Goodwyn EN3165 Loose Baggy Monsters: The Rise and Fall of the Victorian Novel
Professor Burnside EN3202 Literature and Ecology
Dr Mackay EN3214 The Country and the City in Scottish Literature
Dr Hazzard EN3216 Modern Experimental Poetry
Dr E Jones EN3217 Writing Poetry
Dr Hazzard EN3905 Crime and Passion in Popular Culture 2: Since 1900 – Evening Degree

Dr C S Jones EN4314 Old English Afterlives: Literary Anglo-Saxonism
Dr Purdie EN4316 Courtly Literature in Middle English
Dr Archer EN4341 Renaissance Sexualities: Rhetoric and the Body 1580-1660
Dr Davis EN4346 The Early Tudors: Literature and Reformation
Dr Garner EN4367 Romantic Gothic
Mr Caley EN4405 Contemporary Poetry in Great Britain and Ireland
Dr Purdon EN4406 Contemporary Fiction
Professor Plain EN4407 Twentieth-Century Crime Fiction: Gender and Genre
Professor Burnside EN4418 American Poetry since 1950
Dr Sutton EN4419 American Fiction: Self and Nation, 1865-1939
Ms Glaister EN4420 Writing Prose
Dr T E Jones EN4422 Poetic Language
Dr Alt EN4423 Material Culture in Victorian and Modernist Fiction
Dr Raychaudhuri EN4426 Civil Wars on Page and Screen
Dr Haddow EN4430 Making Performance
Dr Burns EN4433 Black and Asian British Writing
Section Two

1. SOME USEFUL ELECTRONIC ADDRESSES

Important information on a variety of issues may be accessed at

http://www.st-andrews.ac.uk/students/

This includes material on: Academic Information, Academic Regulations and Codes of Practice, Employment, Examinations, Financial Information, Health, Key Dates, S coding, Student Services and Student Support and Guidance. In addition, the University’s Teaching, Learning and Assessment Policies (including Postgraduate Policies) are available at:

http://www.st-andrews.ac.uk/staff/teaching/strategypolicy/policy/

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 a 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/.

For details on Health and Safety for students within the University see http://www.st-andrews.ac.uk/students/advice/health/
There are **First Aid** boxes located in the School of English at the following places –
— small kitchen in entrance foyer of Castle House
— kitchen opposite Lawson Room on first floor of Kennedy Hall
— kitchen (cupboard) in 66 North Street

Notices are posted throughout the School indicating who the current First Aiders are, and how to contact them. Notices are also displayed detailing your exit routes and assembly points in the event of fire. All students should familiarise themselves with this information.

**The fire alarms are tested every Wednesday at 9am during teaching weeks of each semester.**

**Fire Safety**
You will find information about fire safety posted near the front entrances and elsewhere in School buildings.
The following procedure is in place for leaving School buildings in the event of fire:

**On discovering a fire**
1. Sound the alarm.
2. Dial 9-999 to call the Fire Brigade.
3. If possible, tackle the fire using the appliances provided. (Do not endanger yourself or others in doing so).

**On hearing the fire alarm**
4. Leave the building by the nearest available exit.
5. Close all doors behind you.
6. Report to the person in charge of your assembly point in the Front Car Park.

Do not take risks.
Do not stop to collect personal belongings.
Do not re-enter the building for any reason unless authorised to do so.

**On hearing gunfire or another weapons attack**
**RUN HIDE TELL**
RUN to a place of safety or
HIDE and barricade yourself in if you can. Turn your phone to silent and turn off vibrate.
TELL the police by calling 999 (9-999 from university telephones)

**Careers**
The **Careers Centre** website is: [http://www.st-andrews.ac.uk/careers/](http://www.st-andrews.ac.uk/careers/)
The School of English also has its own careers wiki there.

**CAPOD**
CAPOD is the University’s central point for assistance with teaching and learning. It aims to encourage excellence and innovation in learning and teaching by providing support and guidance for students and staff. Its website is:

[http://www.st-andrews.ac.uk/capod](http://www.st-andrews.ac.uk/capod)
For information on use of the University Library and Information Services, please see http://www.st-andrews.ac.uk/library

The School's website is: http://www.st-andrews.ac.uk/english

2. COMMUNICATION WITHIN THE UNIVERSITY

Students are reminded that e-mail is an official means of communication, and they are expected to read their e-mail within a 48-hour period (Monday to Friday) during term-time. Students who use Hotmail or other external e-mail accounts must check both their external account and their University account. Students can arrange to have their University e-mail forwarded to their external account. There may be problems associated with such forwarding, however, and those who set up a forwarding arrangement must check to make sure it is working. We cannot give out marks by e-mail or by telephone.

3. ASSESSMENT – mark descriptors and grade descriptors

Honours Classification
The University applies a common formula for the calculation of the award of Honours classifications. Degrees are classified using a credit-weighted calculation of grades achieved for Honours-level modules (3000 level and above) taken during an approved Honours programme. This ensures consistency, particularly if you are taking a joint degree. Full details of the University’s Honours Classification algorithm can be found at: https://www.st-andrews.ac.uk/staff/teaching/examinations/honours/

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). Details of the Common Reporting Scale can be found at

https://www.st-andrews.ac.uk/staff/teaching/examinationsSCALE/

The following is intended to clarify practice in the School of English:
The School of English uses both a marking scale (on which essays, examination answers and projects which form part of the work of a module are marked) and a reporting scale (on which module results are reported as grades). Thus, marks are awarded to individual pieces of work; grades are awarded to modules.

The marking scale runs from 0-20 and only integers are used. The reporting scale is the twenty-point scale taken to one (or two) decimal place(s). Despite the obvious relationship between these scales they operate independently of each other, in the sense that there is no absolutely fixed translation between them.

Accordingly, students must recognize that, in conformity with general university regulations, marks and grades and the translations between marks and grades are provisional until confirmed by the Examination Board that meets at the end of each semester. Marks released prior to that board meeting are for guidance only.
Students may find that a mark for an individual piece of work has been adjusted after it has been released but before it has been reported to the Board and may also find that the translation of marks into grades has been adjusted across an entire module. In all cases, which will not be frequent, an explanation of what has been done will be given.

3000-level and 4000-level modules in English are rated at 30 credits. Credit is awarded in its entirety when a student passes a module and withheld in its entirety when a student fails a module.

**Mark Descriptors**

What does a mark mean which has been awarded to a particular piece of work? What criteria did the marker use to decide on the mark?

**20, 19, 18, 17 Outstanding**
- shows intelligent awareness of possible implications of the question; thorough, detailed knowledge of the primary text(s) and/or subject material
- clear, logical structure; forceful argument focused on the question at all times; key points of argument always backed up by reference to specific texts/evidence or supported by apt quotation; lucid style and impressive presentation
- original and imaginative approach to the question; sophisticated critical response to primary text(s) and/or analysis of evidence; may offer informed challenge to received critical opinion, traditional or otherwise
- excellent command of English

**16, 15, 14 Very good**
- good understanding of the question; thorough, detailed knowledge of the primary text(s) and/or other subject material
- coherent structure; discussion clearly focused on the question; key points of argument always backed up by reference to specific texts/evidence or supported by apt quotation; lucid style and very good presentation
- intelligent approach to the question; independent critical response to primary text(s) and/or analysis of evidence; may offer informed challenge to received critical opinion, traditional or otherwise
- very good command of English

**13, 12, 11 Satisfactory**
- understands the question; sound knowledge of primary text(s) and/or other subject material
- direction of argument mostly clear, but discussion not always sharply focused on the question; key points supported by reference to specific texts/evidence; writing lacks cogency
- capable but unimaginative approach to the question; heavily dependent on secondary sources; makes intelligent use of lecture notes, but reluctant to challenge received critical opinion
- reasonably good command of English
10, 9, 8, 7 Pass
- does not see all the implications of the question; limited knowledge of primary text(s) and/or other subject material
- direction of argument not always clear; discussion not focused on the question; makes dogmatic statements unsupported by reference to specific texts/evidence; rambling style
- mechanical approach to the question; relies heavily on uncritical reproduction of lecture notes
- the candidate’s command of the English language is on the limit between satisfactory and unsatisfactory

6, 5, 4 Fail (with right of resit)
- misses some important implications of the question; limited knowledge of primary text(s) and/or other subject material
- essay largely descriptive; clumsy style and poor presentation; unsupported dogmatic statements
- argument and presentation unduly derivative
- naïve approach to the question
- unsatisfactory command of English

3, 2, 1, 0 Fail (without right of resit)
- near complete failure to address the question or near total failure to understand it; poor knowledge of primary text(s) and/or other subject material
- essays lacks an argument; incoherent expression and poor presentation; unsupported dogmatic statements
- argument and presentation substantially derivative
- highly unsatisfactory command of English
- often awarded for substantially late essays, or for essays not submitted via anti-plagiarism software or for seriously incomplete examination scripts and essays

0 [X]
- indicates unsubmitted work or a penalty linked to Academic Misconduct

Creative Writing Mark Descriptors
In addition to the above marking criteria, markers of assessments which involve a creative writing element may additionally make use of the following descriptors:

20, 19, 18, 17 Outstanding
- stylistically distinctive, fluent and coherent
- complex and sophisticated engagement with audience
- exceptional control and invention in the use of language
- outstanding quality of observation
- an unusual and impressive degree of imagination
- outstanding freshness and originality
- exceptional understanding and control of the technical aspects of writing
- exceptional ability to exploit the possibilities of form and structure
- inventive and sophisticated response to genre conventions
- exemplary maturity and individuality of approach to theme and content
• exceptional ability to create and exploit layers of meaning
• exemplary self-critical awareness of the creative process

16, 15, 14 Very good
• stylistically fluent and coherent
• sophisticated engagement with audience
• very good control and invention in the use of language
• very high quality of observation
• very good levels of freshness and originality
• very good understanding and control of the technical aspects of writing
• very good ability to exploit the possibilities of form and structure
• inventive and skilful response to genre conventions
• maturity and individuality of approach to theme and content
• very good ability to create and exploit layers of meaning
• very high self-critical awareness of the creative process

13, 12, 11 Satisfactory
• stylistically consistent overall
• some thoughtful engagement with audience
• competence and some invention in the use of language
• acceptable quality of observation
• some levels of freshness and originality
• adequate understanding and control of the technical aspects of writing
• some dependence on stereotype and cliché
• partial or inconsistent ability to exploit the possibilities of form and structure
• competent response to genre conventions
• conventionalised and perhaps immature approach to theme and content
• some ability to create and exploit layers of meaning
• some self-critical awareness of the creative process

10, 9, 8, 7 Pass
• stylistically limited, with some or much inconsistency
• limited engagement with audience
• competence but limited invention in the use of language
• poor quality of observation
• sporadic signs of originality
• basic understanding and control of the technical aspects of writing
• much dependence on stereotype and cliché
• some ability to exploit the possibilities of form and structure
• uncertain response to genre conventions
• conventionalised or immature approach to theme and content
• limited ability to create or exploit layers of meaning
• limited self-critical awareness of the creative process
6, 5, 4 Fail (with right of resit)
- stylistically extremely limited or incoherent
- inadequate if any evidence of engagement with audience
- inadequate or minimal control in the use of language
- next to no observation
- little or no freshness and originality
- little or no understanding or control of the technical aspects of writing
- heavy or complete dependence on stereotype and cliché
- rudimentary or no ability to exploit the possibilities of form and structure
- rudimentary or no awareness of genre conventions
- little or no individuality or maturity of approach to theme and content
- little or no ability to create layers of meaning
- little or no self-critical awareness of the creative process

3, 2, 1, 0 Fail (without right of resit)
- near complete or complete failure to address the set task
- near total or total failure to understand it
- content substantially or totally derivative
- highly unsatisfactory command of English
- often awarded for substantially late essays, or for essays not submitted via anti-plagiarism software

Grade Descriptors

What does a grade mean which has been awarded to a particular module? What implications does the module grade have for a student’s progression or degree classification? Strictly speaking, only degrees are classified. However, sustained achievement of grades at a certain level across several modules will produce certain degree outcomes, and it is therefore permissible to think of module grades in terms of the degree to which they might lead; other grades have immediate consequences in terms of failing the module.

EN1000 modules:
- 7.0-20 Pass (with entry into 2000-level English modules)
- 4.0-6.9 Fail (with right of resit)
- 0-3.9 Fail (without right of resit)

EN2000 modules:
- 11.0-20 Pass (with entry into Honours School of English, in cases where a module grade of 11 is gained in EN2003 and EN2004)
- 7.0-10.9 Pass
- 4.0-6.9 Fail (with right of resit)
- 0-3.9 Fail (without right of resit)
EN3000 and EN4000 modules:

- 16.5-20 First Class Equivalent
- 13.5-16.4 Upper Second Class Equivalent
- 10.5-13.4 Lower Second Class Equivalent
- 7.5-10.4 Third Class Equivalent
- 7.0 + Pass
- 4.0-6.9 Fail (with right of resit)
- 0-3.9 Fail (without right of resit)

Further notes on assessment

(1) In order to pass a module students must normally (a) attend classes regularly, (b) submit all required coursework, and (c) sit any required module examination. In order to receive/retain credit for any module in English, students must complete 100% of the assessed coursework and the module examination.

(2) No student who has been absent from a module for more than two consecutive weeks or more than 10 consecutive teaching days, or a total of 15 non-consecutive teaching days shall be permitted to continue in that module, save in exceptional circumstances and with the consent of the Dean of the relevant Faculty.

(3) Students should note that coursework submitted later than the end of Week Eleven of the module will not normally be accepted, and will be awarded a grade of zero.

(4) There is no provision for re-writing and re-submitting essays.

(5) The assessment of Honours essays, projects and examination scripts will be moderated (inspected by a second member of staff).

(6) At sub-Honours level a member of staff other than the student’s tutor will be involved in the marking of that student’s module examinations.

(7) Reassessment will be by such means as the Board of Examiners decides are appropriate, but in most modules, including the dissertation, will normally consist of a written examination.

(8) Non-Graduating Students taking modules in the School of English will be graded and assessed in the same way as graduating students. Non-Graduating students who are eligible for reassessment may be assessed by alternative means at the discretion of the Director of Teaching.

(9) For modules which have been awarded a module grade in the 0-3.9 band, no reassessment is permitted. For modules which have been awarded a module grade within the range of 4.0-6.9, reassessment, which will restore missing credit, is permitted (for Honours modules on a Pass/Fail (7.0/0) basis only). Students who obtain a 2000-level grade as part of a reassessment are barred from entering Honours.

(10) For further information on degree classification, please see Section 16 below.
4. RUBRIC VIOLATION

Essays and examination papers are often divided into sections or are otherwise framed so as to dictate the shape of your answers. Failure to observe such regulations (rubrics) can seriously affect your marks, so please read the rubric carefully. Rubrics will be made available to students in advance of examinations. Though it is impossible to construct guidelines that will cover all cases, here are some helpful notes:

Context questions (where a student is asked to identify a given passage and to comment on its context in the whole work):
(i) Answers which offer no indication of the author and/or text from which the passage is taken, or which mistake them completely, will not normally receive a mark above 7, and if the commentary on the passage itself is deficient in length or relevance a fail mark in the range 1 to 6 is appropriate. Such answers cannot by definition deal with the requirement to discuss the passage's context.

(ii) Answers which identify either the author or the text, but not both, or identify one and mistake the other, will not normally receive a mark above 10 and if the commentary on the passage itself is deficient in length or relevance then a mark nearer 7 than 10 is appropriate.

(iii) Answers which correctly identify the author and text but fail to describe the context of the passage, or are vague or seriously mistaken about it, will not normally receive a mark above 13, and if the commentary on the passage itself is deficient in length or relevance then a mark below 10 is appropriate.

Essay-type questions which require the discussion of more than one text:
(i) Answers which refer to fewer texts than the question specifies will not normally receive a mark above 10 and if the answer itself is deficient in length or relevance then a mark nearer 7 than 10 is appropriate.

(ii) Answers which discuss one text at length and merely mention others will not normally receive a mark above 13 and if the answer itself is deficient in length or relevance then a mark below 10 is appropriate.

Examinations where students are required to perform distinct tasks:
In cases where a student is asked to perform two or more distinct tasks in an examination (e.g. to answer two questions, one a standard essay and one a commentary on a selected passage from a set text):
(i) Answers which fail to address all the relevant elements (e.g. by writing two essays and no commentary) will have their lowest mark replaced with a mark of 1.

A Note on 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. More information is available at: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/illegiblescripts.pdf

5. RETURN OF EXAMINATION SCRIPTS & PAST EXAMINATION PAPERS

All information relating to University examinations may be found at: http://www.st-andrews.ac.uk/students/academic

Students who wish to see their marked examination scripts will be able to do so in a single drop-in session which will be organised in the first few weeks of the semester following the exam. The precise details of this session will be advertised to School of English students. Note that students can only inspect their scripts in that session, but not take them away.

Students wishing to obtain photocopies of their examination scripts (eg. study abroad students who require these copies for administrative purposes) should contact the Director of Teaching. A photocopy of an examination script will be made on payment of a £10 administration fee via the University on-line shop.

Past Examination Papers are available through MySaint: http://mysaint.st-andrews.ac.uk/

6. ABSENCE FROM CLASSES, CLASS PREPARATION, PARTICIPATION IN CLASSES

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’.

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 Pro 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.

**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

**Contact**  
Dr J J Purdon english@st-andrews.ac.uk and engexams@st-andrews.ac.uk  
School of English Examinations Officer

A Self Certificate of Absence does not constitute an appeal for a deferred assessment. You must request a deferred assessment by e-mail after completion of the absence form.

The University’s policy on Deferred Assessment can be found within the following document [https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/APP.pdf](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/APP.pdf)

For advice on special circumstances and/or S-coding, you may wish to contact your tutor in the first instance. Otherwise contact the Director of Teaching — (email: engdot@st-andrews.ac.uk) or the Examinations Officer (as above).

**7. ACADEMIC ALERT**

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 a member of staff within the School 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/staff/teaching/strategypolicy/policy/

Students enrolled on modules must attend 100% of the timetabled lectures, seminars and tutorials, unless absence is unavoidable for medical reasons. They must also complete and submit 100% of the required work by the set deadlines. Students who breach these regulations will be dealt with using the University’s Academic Alert system. Academic alerts will be issued in the case of absence from compulsory classes. If you receive academic alerts for three or more insufficiently justified absences from class, absence from all classes of a module for more than two consecutive weeks, absence from more than five classes for any reason, or failure to submit all coursework by the final deadline, you may not receive credits for the module.

It is students' responsibility to read the University policy on attendance and submission of work, and to familiarise themselves with the Academic Alert system and its implications for module credits and academic progress.

8. SUBMISSION OF ESSAYS & MMS (Module Management System)

Essay submission
Essays are due at 12 noon on the date specified and must be put into the Essay Boxes located on the ground floor of Kennedy Hall. The essay boxes are labelled and you are responsible for posting your essay in the correct box. All essays should be word-processed and should have a green cover sheet. Spare cover sheets are available at the essay boxes however they are normally given out in class. Essays sent by e-mail or by fax will not be accepted. Students must not submit essays via staff pigeonholes, the internal mail, or under office doors. Essays submitted after the due date should be delivered to the School Office.

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. Late penalties are set centrally by the University; three systems are in use; English uses the middle one. Please be aware that other schools might use a different system. It is the responsibility of individual students to ensure that essays are submitted by the due date, and to the right place. You should always keep a back-up copy of your essay, and should retain this for the duration of the academic session.

Electronic submission and anti-plagiarism software
All essays must also be submitted to MMS for checking by the university's plagiarism prevention programme. Failure to submit will be subject to the same penalties outlined above. Failure to submit your essay to MMS will result in a mark of 1 (one) for your essay.

To access MMS, go to the university homepage, then click on “Students” and then “MMS”. For instructions on submitting work to MMS, please see the MMS guides (linked from the MMS front page, under the “Login” button).
Please note that once you have submitted your coursework to MMS, you should be emailed an MMS receipt (KEEP THIS to prove you uploaded the file); this will typically take around 30-60 minutes but may take longer.

For electronic submission, students must upload their work in one of the following file formats – Microsoft Office file format (e.g. .doc, .docx) or .PDF. It is your responsibility to make sure that you are able to successfully submit your essay in its printed and electronic form by the essay deadline.

If you encounter an error while submitting your file please consult the "Plagiarism Detection" section of the TEL St Andrews dashboard for current advice - http://telsta.dropmark.com/ If the issue continues, or you will be unable to submit your electronic copy by the deadline please notify your module coordinator via email and contact Computing Officer (ajs33) for assistance.

Anonymization
Essays are anonymized before tutors receive them. Module co-ordinators distribute anonymization cover-sheets to students in advance of essay submission deadlines. Spare copies are available beside the essay boxes in Kennedy Hall.

9. ACADEMIC MISCONDUCT

Academic misconduct includes, among other things, the presentation of material as one’s own which is not one’s own; the presentation of material whose provenance is academically inappropriate; and inappropriate behaviour in an examination or class test. Work submitted for informal feedback and evaluation must also be produced with due diligence and integrity.

The University will use all available means to detect academic misconduct including the use of anti-plagiarism detection software. Academic misconduct is completely unacceptable in this University and will be treated severely. Repeated offences may lead to expulsion from the University.

Information can be found at: http://www.st-andrews.ac.uk/students/

Students should be aware that essays and other work may be deemed to be unduly reliant on secondary material even where this material is openly acknowledged and properly referenced and where, accordingly, there is no suggestion of fraud. Such work may, nonetheless, be subject to a reduction in the mark awarded, as is indicated in the level descriptors (Section Two, § 3).

Students must read the section on referencing in the School’s Essay and Dissertation Style-Sheet available on the School of English website or in paper form from the School Office.

In every English module this session you will be required to date a statement at the foot of a printed cover-sheet attached to each essay or other submission, which will read as follows: In submitting this work you confirm that you have read and understood the University’s regulations regarding assessment and good academic practice.
10. EXTENSIONS TO ESSAY DEADLINES

Students who for good reason are obliged to submit an assessed piece of work after the due date must obtain a form signed by their tutors, specifying the new submission date. (Students who are included on the university’s Register of Disabilities should contact the School of English Disabilities Officer for an extension form, not their tutor). This form must be attached to the essay and submitted with it to the Office. It is the responsibility of students to safeguard these forms. Essays submitted without forms, or after the agreed date, will be treated as late essays.

Extensions will normally be granted only in cases of ill health or in exceptional personal circumstances, and not (for example) because of pressure of work or of extra-curricular commitments. Extensions must be applied for before the original deadline; students therefore need to allow sufficient time for contacting their tutor about an extension. Save in exceptional circumstances and with the agreement of the Director of Teaching, extensions will not be granted retrospectively. Note that essays for which extensions have been granted will necessarily forfeit anonymity.

11. LATE SUBMISSION OF ESSAYS

Every list of essay questions will bear a date and time (‘the due date’) by which written work is to be submitted. In addition, work unsubmitted by the end of the semester’s teaching will ordinarily lead to an automatic fail in the relevant module. Students are asked to submit both a paper copy and an electronic version of each essay. The former will be marked and annotated; the later will be checked by anti-plagiarism software. The usual days of the week for submission of written work are Monday, Wednesday and Friday. Please note that the following penalties may differ those imposed in other schools or departments. The University’s overall policy on late penalties can be found at: https://www.st-andrews.ac.uk/staff/teaching/strategypolicy/policy/

Unless otherwise indicated, all units of assessment in the School of English fall under scheme B. Late work will be penalized at the rate of 1 mark per 8-hour period, or part thereof, until the mark reaches 0. Thus, a piece of work that is up to 1 hour late will be penalized by 1 mark; one that is 12 hours late by 2; while one that is 3 days late will lose 9 marks.

Please note the following points:

- In cases where either one or both of the paper and the electronic copy of a piece of work is submitted after the due date, and where the times of submission differ, the later time will be used to calculate the late penalty.
- The exception to this rule occurs in cases where the electronic copy has been submitted during a period when the School office is closed (overnight or at the weekend). In these cases, the submission time of the electronic copy will be used, providing the identical paper copy is submitted to the School office by 9.30am on the next working day. It is students’ responsibility to keep themselves informed of the opening hours of the School office.
- It is students’ responsibility to submit the electronic copy of their essay in a file format that is identical to the paper copy and which is readable by anti-plagiarism software by the due date. It is recommended that they upload their work in a
common file format (e.g. Word, PDF), since the system may find exotic and unconventional formats unreadable. The following file extension names are likely to be acceptable: .doc, .docx, .pdf. The following are not: .odt, .wps, .rtf.

- Essays submitted after the due date and time will not be annotated, except at the tutor’s discretion.

- All the written work of the class must be submitted if you are to gain credit and a pass grade for the module concerned. Essays to which a mark of 0 has been awarded due to lateness must thus, nevertheless, be submitted before the end of teaching if credit is to be retained. Written work submitted after 2.30 pm on the Friday of the last day of teaching in each semester will be treated as missing work.

- The table below sets out the penalties set by the university in relation to late submission of work:

<table>
<thead>
<tr>
<th>Lateness</th>
<th>Hours</th>
<th>Marks Deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;0 – 8 hours</td>
<td>0-8</td>
<td>1</td>
</tr>
<tr>
<td>&gt;8 hours – 16 hours</td>
<td>&gt;8-16</td>
<td>2</td>
</tr>
<tr>
<td>&gt;16 hours – 1 day</td>
<td>&gt;16-24</td>
<td>3</td>
</tr>
<tr>
<td>&gt;1 day – 1 day, 8 hours</td>
<td>&gt;24-32</td>
<td>4</td>
</tr>
<tr>
<td>&gt;1 day, 8 hours – 1 day, 16 hours</td>
<td>&gt;32-40</td>
<td>5</td>
</tr>
<tr>
<td>&gt;1 day, 16 hours – 2 days</td>
<td>&gt;40-48</td>
<td>6</td>
</tr>
<tr>
<td>&gt;2 days – 2 days, 8 hours</td>
<td>&gt;48-56</td>
<td>7</td>
</tr>
<tr>
<td>&gt;2 days, 8 hours – 2 days, 16 hours</td>
<td>&gt;56-64</td>
<td>8</td>
</tr>
<tr>
<td>&gt;2 days, 16 hours – 3 days</td>
<td>&gt;64-72</td>
<td>9</td>
</tr>
<tr>
<td>&gt;3 days – 3 days, 8 hours</td>
<td>&gt;72-80</td>
<td>10</td>
</tr>
<tr>
<td>&gt;3 days, 8 hours – 3 days, 16 hours</td>
<td>&gt;80-88</td>
<td>11</td>
</tr>
<tr>
<td>&gt;3 days, 16 hours – 4 days</td>
<td>&gt;88-96</td>
<td>12</td>
</tr>
<tr>
<td>&gt;4 days – 4 days, 8 hours</td>
<td>&gt;96-104</td>
<td>13</td>
</tr>
<tr>
<td>&gt;4 days, 8 hours – 4 days, 16 hours</td>
<td>&gt;104-112</td>
<td>14</td>
</tr>
<tr>
<td>&gt;4 days, 16 hours – 5 days</td>
<td>&gt;112-120</td>
<td>15</td>
</tr>
<tr>
<td>&gt;5 days – 5 days, 8 hours</td>
<td>&gt;120-128</td>
<td>16</td>
</tr>
<tr>
<td>&gt;5 days, 8 hours – 5 days, 16 hours</td>
<td>&gt;128-136</td>
<td>17</td>
</tr>
<tr>
<td>&gt;5 days, 16 hours – 6 days</td>
<td>&gt;136-144</td>
<td>18</td>
</tr>
<tr>
<td>&gt;6 days – 6 days, 8 hours</td>
<td>&gt;144-152</td>
<td>19</td>
</tr>
<tr>
<td>&gt;6 days, 8 hours – 6 days, 16 hours</td>
<td>&gt;152-160</td>
<td>20</td>
</tr>
</tbody>
</table>
12. OVER- AND UNDER-LENGTH WORK

Every list of essay questions will indicate the maximum length of the essay, and the elements of the essay that will be taken into account when calculating that length (some essays will count the bibliography; others may not). Please pay careful attention to these. Some questions may also indicate a minimum length for the essay.

The University's overall policy on late penalties can be found at: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf

Unless otherwise indicated, all units of assessment in the School of English fall under scheme B. Over-length work will be penalized at the rate of 1 mark for work that is over 5% too long, and then a further 1 mark per additional 10% over. Thus, an essay meant to be no longer than 3,000 words that is up to 3,150 words long will not be penalized, but will lose one mark if it is between 3,151 and 3,450 words long, and 2 between 3,451 and 3,750 words, and so on. Penalties continue up until the essay mark reaches zero. Work that receives a mark of zero due to wordcount penalties must nonetheless be submitted by the end of normal teaching if credit is to be retained in the module.

Students will be asked to provide a wordcount for their essay. Wordcounts will be checked using Word where possible; disputes about word length will be adjudicated by the School's Director of Teaching or a delegate.

The School does not ordinarily penalize under-length work, except in cases where the essay question stipulates a minimum word length (e.g., ‘Write an essay of 2,000-2,500 words …’). In those cases, under-length work will be penalized at the same rate as over-length work. Students should note, however, that even in cases where there is no formal penalty, seriously under-length work is unlikely to achieve a high mark, since it will be thin or insubstantial.

The table overleaf sets out penalties in relation to a range of commonly-used maximum essay lengths. The left-most column indicates the penalty (i.e. marks deducted), and the top row the maximum word length of the essay; the central cells of the table give word counts.

Essay length penalty table/
13. STUDENTS WITH DISABILITIES OR LONG-TERM CONDITIONS

Dr Ian Johnson is the School's Disabilities Officer. 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.

http://www.st-andrews.ac.uk/students/advice/disabilities/

Exams and Dyslexia

In English your overall grade for individual modules is typically made up of marks for two pieces of written coursework and marks for an examination, usually comprising two answers to questions from a selection available on the exam paper. The weighting is usually 50% for coursework and 50% for examination work, although this can vary. A small number of honours modules are assessed entirely by coursework and do not have examinations as part of their assessment. The assessment components and relevant weightings for each module are explained in the Honours Choices Booklet from which students make their module choices.

We do not permit candidates who choose to write their exams on a computer to use Spellcheck. We recognize that under exam conditions, any candidate may make superficial mistakes in spelling, expression etc. When marking exams, however, we are
primarily looking for, and seeking to reward, good ideas, effective organization, ability to think quickly and ability to remember and to adapt prepared material to the demands of the set questions.

Students who have been identified as dyslexic by an educational psychologist or other qualified person should see the Disabilities Adviser at Student Services in the Students' Union at the beginning of the session or at the earliest point when identification is suspected or confirmed.

Oral Class Participation
All School of English modules require a degree of classroom interaction. The forms in which this takes place will vary from module to module, but will typically include participation in more or less spontaneous group discussion. Some modules also require the reading aloud of text (in modern English or older forms of English), giving oral presentations in front of a group of students, delivery of speeches, or participation in acting or other forms of performance. If you have concerns regarding your ability to participate in School of English classes, please seek support from Student Services.

Warnings Regarding Upsetting Content
School of English teaching staff will not routinely issue warnings to students about module content that may potentially turn out to be upsetting (colloquially known as ‘trigger warnings’). If you have concerns about whether the materials studied on a module or the requirements of the module are suitable for you, please contact the relevant module co-ordinator, who will be happy to discuss the details of the module with you. Further study support will then be available from Student Services.

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.

14. FEEDBACK

Essay feedback in the first instance takes the form of detailed annotation and commentary written on students’ continually assessed work and on the essay coversheet (this is why we do not mark electronically). This feedback will be provided by the module coordinator and, at times, by the module moderator, a second member of staff who inspects the marking on the module. Essays will normally be marked, moderated and returned to students within a two-week period. In some cases, large batches of essays may, however, require extra time for marking. (Independent Learning Week, the Spring vacation, public holidays and days of staff illness are not counted into marking periods). Exam scripts are also briefly annotated, and students will have the opportunity to view these comments during drop-in sessions at the start of each semester (see section 5, above).

At sub-Honours level, the marking of postgraduate teaching assistants will always be moderated. At Honours level, at least one piece of students’ continually assessed work will feature feedback from the module moderator. (This cannot be guaranteed if work is submitted late.)
The second stage of feedback is verbal. Students who would like clarification any of these points; who wish to discuss them face to face; or who would like further to explore the issues they raise, are encouraged to take up the opportunity of doing so during their tutor’s consultation hours.

Students in the School are given the opportunity to respond to their experiences of a module through questionnaires distributed electronically by CAPOD towards the end of teaching. The Staff/Student Consultative Committee plays an important part in this feedback process. Where an issue cannot be resolved by discussion with your tutor or your module coordinator, students should make an appointment to see the Director of Teaching.

Students who feel that more library books should be available on a certain topic are advised to contact their module coordinator or the School Library Representative as early as possible in the semester, and make a recommendation for purchase. The name of School Library Representative can be looked up on the ‘Contact Details’ page on the School of English website or on page 4 of this booklet.

15. S-CODING, APPEALS, COMPLAINTS AND DISCIPLINE

Special Circumstances - ‘S’ coding
‘S’ Coding is the method the University uses to recognise that special circumstances have affected performance in the modules concerned. ‘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 most or all of the work of a module has been 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. Further information on ‘S’ coding can be found at: https://www.st-andrews.ac.uk/students/academic/academic-advising/glossary/s-coding/

Appeals against Essay Marks
1. Students who wish to query an essay mark are invited in the first instance to approach the module coordinator to ask for their mark to be explained. They should do so within seven days of the return of their essay. At this stage an essay will either have been moderated or will be unmoderated.
2. A moderated essay will always bear clear signs of moderation: two sets of comments or two signatures. A moderated mark is always an agreed mark.

3. An unmoderated essay, where a student requests that this happen within a week of receipt of the mark, will be immediately moderated. Students should be aware that marks awarded after moderation may be lower than the mark originally awarded. Note that appeals start only once an essay has been moderated.

4. Students wishing to appeal against a moderated mark must do so within seven days of the disclosure of the moderated mark. They should be aware that marks awarded on appeal may be lower than the mark originally awarded.

5. Students who decide to appeal must indicate the grounds of their appeal in writing and at reasonable length. Requests for such a review may only be submitted on the following grounds: procedural irregularity; bias or prejudice; exceptional personal circumstances not previously notified for good reason (in which case an explanation for earlier non-disclosure is required); harassment or bullying (affecting academic performance) by a member of staff involved in the granting of marks, grades or classifications. These grounds and the marked-up essay shall be forwarded by the Director of Teaching to a senior colleague or to an External examiner. Decisions reached at this stage shall be final.

6. Participation in extra-curricular activities does not constitute a valid ground for explaining poor academic performance and will not be taken into account when appeals are being considered.

**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 https://www.st-andrews.ac.uk/staff/teaching/strategypolicy/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 Pro 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)
Telephone: 01334 462726
Email: inc@st-andrews.ac.uk

16. HONOURS ENTRY

Students who wish to enter the Honours School of English (whether for a Single Honours degree or a Joint Honours degree) and all graduating Honours students who wish to study a 3000-level English module must have passes in EN1003 and EN1004 at 1000-level. (CO1001 and/or CO1002 may be substituted for EN1003 and/or EN1004). At 2000-level, students wishing to enter Honours must have an average grade of 11 or higher across EN2003 and EN2004, and pass grades in both modules. If these requirements in 1000- and 2000-level modules are fulfilled, automatic eligibility for honours entry applies. The average grade of 11 or higher in 2000-level modules and pass grades in both modules must be gained at a first examination and not at a resit.
Students permitted automatic entry to Honours will only be permitted to trail a maximum of 30 subHonours credits and one module into Honours.

For the academic year 2018-19, the university will only consider appeals against exclusion from Honours formulated in line with the University’s policy on appeals. The conditions for such appeals are summarised in section 13 in this handbook, and are discussed in full at:
http://www.st-andrews.ac.uk/students/rules/appeals/policy/

The University’s policies on Honours entry can be found at http://www.st-andrews.ac.uk/staff/teaching/strategypolicy/policy/

17. GENERAL DEGREE STUDENTS AND 3000-LEVEL MODULES
General Degree students who have passed EN2003 and EN2004 (at 7 or better) will be admitted to a maximum of two 3000-level modules. Admission to 4000-level modules is at the discretion of the School of English honours advisers.

18. PROGRESSION
General degree students must gain 360 credits overall, 60 of which must be at honours level. General degree students who have passed EN2003 and EN2004 (at 7 or better) may enter one or two honours modules in English (but no more than two). General Degree students will normally take 3000-level modules at honours level. Admission to 4000-level modules will be at the discretion of the School of English honours advisers.

Single Honours degree students must gain 240 credits at Honours level, and at least 90 credits at 4000-level. In most cases students take eight English modules (four or five at 3000-level and three or four at 4000-level).

Joint Honours degree students must take no fewer than 90 credits and no more than 150 credits in English. Across both subjects they should acquire at least 90 credits at 4000-level.

JYA, JS1A and JS2A students are not graduating students and are not bound by these progression rules.

19. DEGREE CLASSIFICATION
The University applies a common formula for the calculation of the award of Honours classifications. Degrees are classified using a credit-weighted calculation of grades achieved for Honours-level modules (3000 level and above) taken during an approved Honours programme. This ensures consistency, particularly if you are taking a joint degree. Full details of the University’s Honours Classification algorithm can be found at:

https://www.st-andrews.ac.uk/staff/teaching/examinations/honours/
20. **ADVISING**

Advising is the process by which students are assigned to modules which lead to the award of a degree. Every student at sub-Honours level has a named Adviser, who can offer guidance on module choices and related academic matters. Once a student enters Honours English they transfer to the English Honours Adviser.

Students entering Honours, or students wishing to take a 3000-level or 4000-level English module, are advised by the English Honours Adviser in the School of English. They may not be advised by members of staff from other schools or faculties.

Further guidance if required is accessible via the Director of Teaching: in 2018-19, this is Dr C Rauer (engdot@st-andrews.ac.uk).

**Changes of Modules**

Students may re-advice each semester but must do so by seeing an Adviser of Studies to validate any change of modules. Sub-honours students who wish to discuss a change of module should see their named Adviser of Studies (not necessarily a member of staff in the School or Department in which the module is taught). Honours students should consult the Honours Adviser in the subject concerned.

**Withdrawal from Studies**

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/academic/academic-advising/glossary/withdrawal/](https://www.st-andrews.ac.uk/students/academic/academic-advising/glossary/withdrawal/)

**Leave of Absence**

Please see the following up-to-date policy: [https://www.st-andrews.ac.uk/students/academic/academic-advising/glossary/leave-of-absence/](https://www.st-andrews.ac.uk/students/academic/academic-advising/glossary/leave-of-absence/)

**Termination of Studies on Academic Grounds – 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 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. For more information, please see: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/UGRegs2016-17updated%20March17.pdf – termination of studies is covered by items 44 and 45 and: 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 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. For further information, see the University’s Policy on Student Academic Appeals at 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

21. GENERAL INFORMATION

Office hours: School Office and teaching staff
Administrative staff are available in the School Office (Room 22, Castle House) which is open from 9 am until 4.45 pm but closed from 1 pm to 1.30 pm for lunch.

Every member of the teaching staff has consultation hours (details on the School website and on their office doors) and students may seek guidance on their work at these times. Staff may be available at alternative times: please e-mail at least two days in advance if you wish to meet at a time other than the stated office hours.

Stephen Boyd Common Room - there is a common room on first floor of Kennedy Hall. It is available for private study until 9.30pm Monday to Friday evenings. Access to Kennedy Hall after 5pm is by swipe card. Please do not admit more than one student on one card.

Staff/Student Consultative Committee
Student views are represented on the School Council through this committee which includes elected representatives from each of the four years of study and is convened by the School President. It meets at least once a semester to discuss matters of common concern. Students who wish to raise a matter should bring it to the attention of their class representatives, who will arrange for it to be considered by the committee. Class representatives are elected annually at the beginning of the session. Names of
committee members will be displayed on the School website (‘Information for Students’) and on the SCC noticeboard in Kennedy Hall. Minutes of the latest meeting of the committee will also be found online. The School of English President can be contacted on the following e-mail address: englishpresident@st-andrews.c.uk

**Tutorial times for sub-Honours students**
Students sign up electronically for tutorial times for sub-Honours modules during pre-sessional week. After this, late students and students who need to change their tutorial time should e-mail english@st-andrews.ac.uk or call by the School Office.

**Non-native Speakers of English**
ERASMUS and other students from abroad for whom English is a second language may apply for permission to use a bilingual (two-way) dictionary in examinations. They should obtain a letter of permission from the School's Examinations Officer through the School Office at least one week before their examination. This letter and a dictionary should be presented to the Invigilator for scrutiny at the start of the examination.

**Study abroad**
There are opportunities available for St Andrews students to spend one or two semesters at Honours level in an overseas university and to transfer credit back to St Andrews from that university. Students who wish to explore these possibilities are encouraged to do so, but note that all such arrangements require permission both from the School of English and from Faculty, and that the School will only consider endorsing ERASMUS or other official exchanges. All prospective or interested exchange or study-abroad students must arrange an appointment with the School’s Study Abroad Coordinator as early as possible in the academic session. Students who wish to study abroad without transfer of credit should make an appointment via Academic Support Office (01334 462138) to see the Pro Dean (Arts and Divinity: Undergraduate), whose permission to take leave-of-absence from this university is required.

**Ethics (UTREC)**
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.

**Funders & Ethics (UTREC)**
All researchers receiving funding from an external organisation must complete a Funding Approval Application Form (in addition to an Ethical Application Form), unless the intended funder appears on the Automatically Approved Funders List published on the UTREC website.

Researchers should also be aware that some bodies providing funding for projects may stipulate their own Ethical and Legal considerations. The researcher should be fully aware of any obligations specified by the body providing funding and the implications
this may or may not have for their research including methods of research, confidentiality and retention of materials.

**Ethical Approval**
It is a requirement that any honours or Masters dissertation or PhD thesis that required ethical approval from UTREC, should have the letter or email of ethical approval bound into an appendix before submission. For information about research that is likely to require ethical approval, please see the UTREC website: http://www.st-andrews.ac.uk/utrec/

**Prizes – School of English**
The following prizes are awarded annually by the School of English:

- **EN1003 Module Prize (£50)**
- **EN2003 Module Prize (£50)**
- **EN1901 Module Prize (£50)**
- **EN1004 Module Prize (£50)**
- **EN2004 Module Prize (£50)**
- **EN2901 Module Prize (£50)**
- **EN3904 Module Prize (£50)**
- **EN3905 Module Prize (£50)**
- **Brereton Honours Prize (£1000)** — awarded to a final year student for outstanding performance throughout Honours.
- **The Samuel Rutherford Prizes** —
  (a) (£200) – normally awarded to the student who has performed the most distinguished work in English literature. (Honours)
  (b) (£500) – awarded to the student who has presented the most distinguished thesis in English Literature. (Postgraduate)
- **Lawson Memorial Prize (£100)** – for excellence in literature in Honours English.
- **King James VI Prize (£40)** – for distinction in literature in the Honours English class.
- **Catherine Wyatt Fenty Memorial Prize (£120)** – awarded for outstanding performance in the dissertation at Honours level in the School of English.
- **Gray Prize (£150)** – awarded for outstanding achievement in the dissertation in English.
- **Professor W L Lorimer Prize (£150)** – awarded in the Senior Honours class in English Language and Literature for distinction in Scottish Literature from the thirteenth to the twentieth centuries.
- **Joint Honours Prize (£50)** - awarded for the most outstanding work by a Joint Hons student.
- **Tom Durrheim Memorial Prize (£250)** — awarded to an undergraduate or postgraduate student from the School of English who has shown exceptional talent in the study of Scottish poetry and, in particular, on the work of Robert Burns.
- **Douglas Dunn Award (£100)** awarded to an undergraduate student for distinction in CW.
The Richard Montgomery Logan Memorial Prize (£100) — awarded to an undergraduate student for an outstanding essay on some aspect of English or Scottish literature of the 18th or 19th centuries.

The Adam Blyth Webster Memorial Prize (£100) — awarded to an undergraduate student for an outstanding essay on some aspect of the work of William Shakespeare.

Third Level Prize:  
The Catherine and Jean Morrison Prize (£25) – awarded for the most outstanding work by a student in the first year of Honours.

Second Level Prizes:  
Brereton Second Level Prize (£1000) — awarded for outstanding performance across the full academic year.  
Isobel M Milne Prize (£200) – for excellence in Second Level English.

First Level Prizes:  
Brereton First Level Prize (£1000) — awarded for outstanding performance across the full academic year.  
Lawson Memorial Prize (£130) – for excellence in literature in First Level English.

Deans’ List  
This is an annual 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/.

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 third 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/.

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/.

Rev 12th October 2018