School of Psychology & Neuroscience

NEUROSCIENCE HONOURS HANDBOOK

2017-2018
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1. Honours Teaching

We aim to provide a high quality, distinctive education in Neuroscience. Our Honours programme takes the subject to the frontiers of current knowledge in a broad range of areas, especially those in which both the School of Psychology & Neuroscience and the School of Biology have an international research reputation. In this way, we capitalise on the many successful research programmes that have led to the success of Neuroscience across the university in gaining the highest levels of external research grading. Our research programmes inform our Honours teaching to produce stimulating and contemporary training.

Teaching at Honours deals with theories and research findings across the major areas in neuroscience, together with an understanding of the value of the scientific approach. Although aspects of applied work are integral to the curriculum, we do not seek to provide a specifically vocational training. Rather, our goal is a good and rounded understanding of the normal functioning of mental and neural processes. Therefore, we equip our students with the skills required to pursue research and to understand the theories that govern research in psychology and neuroscience.

We also aim to develop a number of transferable skills that will serve graduates in a wide variety of alternative occupations. Important amongst these are:

- Demonstrate original thought
- Construct a coherent argument or debate by demonstrating logical processing of (complex) information and deductive reasoning
- Apply critical analysis, evaluation and synthesis to solve complex problems
- Test hypotheses, theories, methods and evidence within their proper contexts
- Reason from the particular to the general
- Identify relevant techniques and concepts to solve advanced and complex problems
- Demonstrate use of an appropriate range of resources to the task at hand
- Evaluate relevant best practices for the task at hand
- Engage directly with current research, developments and skills in the discipline
- Engage with primary and secondary material and differentiate between them
- Demonstrate active learning
- Demonstrate reflective learning, including the ability to engage with and learn from feedback
- Demonstrate creativity and curiosity
- Demonstrate independence of thought and reasoning
- Demonstrate skills in time management, self-discipline and self-motivation
- Demonstrate skills in close textual and comparative analysis
- Demonstrate skills in close analysis of visual material
- Demonstrate advanced IT skills
- Demonstrate quantitative and qualitative methods of analysis
- Demonstrate expertise in the use of statistical software packages for recording, manipulation & analysis of data
- Convey statistical results & methods in a manner understandable to the lay-person via written or oral reports
- Work independently
- Work as part of a team
- Communicate with clarity and accuracy, orally (including presentation) and in writing
- Engage with the views and opinions of others
- Present work and findings in a professional manner, with attention to detail
- Learn and use research skills

**Objectives for Junior Honours Neuroscience (JH).**
- To extend the breadth and depth of neuroscience knowledge obtained in sub-honours years. Many further modules address the working of neurons and neural processes at cellular and subcellular levels or consider animal behaviour and higher brain functions. This prepares students for more specialised modules in the Senior Honours year.
- To further develop laboratory skills in neuroscience research through practical classes. Students are also trained in data analysis and presentation.
- To develop students’ ability in critical reading and thinking and equip students with essential analytical skills needed in neuroscience research.

**Objectives For Senior Honours Neuroscience (SH).**
- To allow students to develop their own interests and to specialize in different areas of neuroscience. Teaching is mainly through student-led modules where students are required to read recent original research papers and take part in seminars.
- To further develop laboratory, data handling, presentation skills and time management through practical classes.
- To develop students’ ability to conduct neuroscience research by completing a research project under the supervision of designated staff members and the ability to analyse raw data and synthesize neuroscience knowledge by writing up mini-reviews and the final project report.

**2. Neuroscience Degree**
Successful completion of honours modules culminates in an honours degree. The School of Psychology and Neuroscience administers the Neuroscience degree programme, with the School of Biology contributing a significant proportion of the teaching. Further information concerning module options can be found [here](#). Please note that the neuroscience degree does not provide BPS Graduate Basis for Registration.

**Honours degree classification**
A regulatory structure determined by Senate and Court governs the award of all degrees. The resolutions and regulations are available on the University web pages for [undergraduate degrees](#). 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. See the [University’s Honours Classification algorithm](#) for full details.

**3. Honours modules**
You will find information on Honours modules offered in the school of psychology and neuroscience in the [course catalogue](#). Honours modules in Biology can be found on [Biology Modules](#) website. Remember to check the [programme specifications](#) to ensure that you are taking modules consistent with your intended degree (your advisor can help with this, also see below). For neuroscience students, the 3000 level modules are normally taken in their 3rd year, the 4000 level modules in their 4th year (with a dip-down of up to 30 credits from the 4th year allowed).

**Advising and selecting your modules**
Advising is the process by which students are assigned to modules, which lead to the award of a degree (see [the University’s web page](#)). You should see your Honours advisor on either the Tuesday or Wednesday of orientation/pre-sessional week to select your module choices. Note that the degree structure and module time tables may restrict your selection of modules. Monday of week 3 is the hard deadline for being present in St Andrews and competing academic advising.
Advising taking place beyond Monday of week 2 must be done by the pro-dean science advising and not the Honours Advisor.

Module Changes
Students may request changes to their module choices during the Re-Advising period, which is until 1pm on the Monday of Week 2 of each semester. Students must make these requests to their Adviser(s), who will check whether the changes are permissible and discuss them with students as appropriate. Module changes beyond this deadline may be requested through the pro-dean science advising but changes are only granted beyond Monday of week 2 in exceptional circumstances.

Junior honours modules.
The junior honours (3000 level) modules develop the material covered in the sub-honours years and develop the understanding necessary for the advanced specialist modules available in senior honours. The core JH modules include extensive teaching of methodology as well as subject specific modules. Neuroscience students take a range of neuroscience (PN3000), psychology (PS3000) and biology (BL3000) modules.

Module choices:
- 50 credits: PN3312 (pharmacology) AND PN3313 (Neuroscience) AND (PS3037 or PS3038).
- 20 credits: BL3303 or BL3319 or BL3323
- Up to 20 credits from (BL3320 and BL3321) or 15 credits from PS3021
- At least 40 credits: BL3301, BL3302, BL3311, BL3310, PS3032, PS3033, PS3035

Other 3000-level modules in biology and Psychology & Neuroscience may replace the advisable choices with the approval of the Degree controller.

Reading party (BL3321)
Each year, many neuroscience students and members of the JH class and members of the teaching staff from both School of Biology and School of Psychology and Neuroscience spend time at a remote location in the Highlands. The aim for this module is to train students to critically read original research articles, which is essential in most senior honours modules. Meanwhile, this period of guest lectures, country walks and games helps us all to get to know one another better - an important consideration in a large School. This module takes place during the week before the orientation/advising week and there is also a fee to cover the accommodation and meals. Please plan your travel carefully to return early if you decide to choose this module. Since accommodation is pre-booked, pre-advising is essential if you want to take this module for the module organiser to know how many students are attending in advance. For more details, you may contact the Biology teaching office.

Senior honours modules
The SH modules will be largely based on seminars in which students will be expected to play an active part, contributing as much on the basis of their own reading as they receive from the course leader. This type of interactive teaching is designed to encourage acquisition of "deep" as opposed to "surface" knowledge. These modules will allow students to approach the "cutting edge" of modern research. Emphasis will be placed on the development of skills in the critical evaluation of research reports, and of understanding how current research will develop in the future.

With aiming to provide modules that are at the cutting edge it would be inappropriate to describe a rigid syllabus long in advance. For each module, the syllabus will be determined annually to reflect changing research foci. The syllabi will be announced in advance of the time when students are required to make choices of which modules to take (see the Psychology & Neuroscience web page for provisional module handbooks).

Similarly, the modules offered will change from time to time, reflecting changes in research fields and staff. The School of Psychology & Neuroscience cannot guarantee that any specific module
will be available in any given year. The numbers of students in PN4000 modules may also be restricted by the lab space for practicals. In some rare cases, you may find some PN modules are too full to take more students, although neuroscience students are given priority. Additional modules may be added: the availability of new modules will be communicated to all students through the notice boards, emails and via the Psychology & Neuroscience web page.

Note that both Junior and Senior Honours continuous assessments are often unsupervised and, as such, drafts will not be read by any member of staff. Additionally, staff will be unable to offer advice or any form of help on the content of the essay or lab report.

**Module choices:**

- At least 30 credits: PN4299 or BL4200
- At least 15 credits: PN4230 (Neurodegeneration and ageing), PN4231 (Neuromodulation), PN4234 (Synaptic transmission), PN4235 (Motoneurons: from physiology to pathology)
- 10 credits: PS3035 unless taken in 3rd year
- Up to 20 credits: PS3032, PS3033, PS3037, PS3038 unless taken in 3rd year
- Further credits from many options including BL4232, BL4224, PS4089, PS4097, PS4096.

Other 4000-level modules in biology and Psychology & Neuroscience may replace the advisable choices with the approval of the Degree controller.

If you feel like taking some JH modules, it is possible to dip down to 3000 levels for up to 30 credits or dip up to some 5000 level of modules, e.g. BL5420 Advanced Microscopy and Image Analysis.

**SH projects (PN4299)**

In the SH year you are expected to conduct an empirical 60 credit project (PN4299) if not taking BL4200. The project will involve laboratory research to investigate a defined problem broadly within neuroscience. The project will involve diligence, initiative and independence in pursuing the literature, good experimental design, good experimental and/or analytical technique in the laboratory, and excellent record keeping. Initial tutorial meetings with the supervisor planning the study and developing the skill sets required will give way to increasingly independent learning as you progress, culminating in your own data collection and analysis. You will be given full training in all laboratory techniques required by your supervisor or members of their research team. Project reports have to be uploaded to MMS, a hardcopy is not needed.

Students are encouraged to communicate with potential supervisors beforehand in order to gather general information on what projects are available. However, students are finally allocated based on their choice of research areas, not supervisors, for fairness reasons. The project culminates in the production of a high-quality report that demonstrates a deep understanding of the chosen area of research. Your will be allocated to a member of staff within the School of Psychology and Neuroscience who will guide and advise you in research activities throughout the academic year. Module handbooks providing the requirements and advice on how to approach the project can be found on the Psychology & Neuroscience UG teaching page.

**4. Submitting work**

Work should be submitted to the School electronically using MMS unless otherwise instructed by the module controller. Submission through MMS will generate an electronic receipt – please ensure that this receipt is saved as it will act as proof of submission. Work that does not conform to the submission guide lines will not be accepted for submission and will have to be re-submitted. If the work is re-submitted after the deadline, penalties for late submission will be applied and exacted. Refusal or failure to edit the module essay so it complies with the formatting standards expected will mean the essay will not be marked (and a grade of zero awarded).
Word Processing
All prepared work – both the final version and any draft which a member of staff is expected to read – should be submitted in a word processed form with page numbers. The default formatting is: type font Arial at 12 points; line spacing at 1½; with Margins of 1”.

A list of references must also be provided in this format. However, modules may specify different formats: those specified in the module handbooks take precedence.

Please make regular back-up copies of your computer files and keep these in a safe place. Note that extensions will not be granted for such things as last minute computer breakdown or disc corruption. It is your responsibility to timetable your work to deal with any such problems.

Anonymisation
Each piece of submitted coursework must be accompanied by a front sheet containing the student’s matriculation number, the title of the work, the module number, the name of the module controller or supervisor, and the date. The students name must NOT appear on the submitted pieces of work.

Length Limitations (Word Count Restrictions)
If a length limitation has been outlined then an accurate word count must be noted on the front sheet for each piece of submitted work. Word Counts do not include the title tables, figure legends, bibliographies, reference lists, or appendices but this does vary and therefore you must always carefully check the rubric of the exercise. All other words, including the abstract and subtitles (e.g. Methods, Results etc.) count towards the overall work length.

Marks will be deducted if the word count is anything above the word limit and will be penalized with 1 point for any over-length up to 5%, then 1 further mark for every 5% over-length.

The School of Psychology & Neuroscience uses option C for penalising over-length (follow this link for details).

Late Submission
It is important, where work is to be handed in late, that the student notifies the reasons for its lateness to their module organizer/question setter, either in person or by email. The School of Psychology & Neuroscience uses option A for penalising late submissions, unless otherwise stated in the module handbook (for more details follow this link).

- Part Module Assessment: Work submitted late will lose one point per day or part thereof. With electronic submission being available 7 days per week, all days of the week will be counted in this calculation. Failure to submit the assessment before the Module Board Meeting will normally lead to a mark of 0 being entered for continuous assessment and therefore possible failure of the module overall.

- Whole module assessment: (JH Review; SH Projects and SH Essay); Work submitted late will lose one point per day or part thereof. With electronic submission being available 7 days per week, all days of the week will be counted in this calculation. Failure to submit the assessment before the Module Board Meeting will normally lead to a mark of 0 being entered for continuous assessment and therefore possible failure of the module overall. In the absence of extenuating circumstances, work not submitted before the Module Board will normally not be marked.

Avoiding late submission
Students are encouraged not to leave it to the last moment to submit. Please remember that work can be handed in before the official deadlines. Deadlines should be regarded as the last possible date by which work can be handed in. In exceptional circumstances, extensions may be granted (see below). Remember that module controllers do NOT grant extensions. Extensions are never granted for such things as last minute computer breakdown or disc corruption. It is important that you manage your work appropriately in order to accommodate such possibilities. Please note...
that submission and an appropriate grade level is required or membership of a module may be withdrawn.

**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. 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 and will tell students what is wrong and what they are required to do (e.g. discuss issues with the module controller and/or Advisor). 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, follow [https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/EarlyAcademicIntervention.pdf](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/EarlyAcademicIntervention.pdf).

Unless mitigating circumstances exist, students who are in breach of requirements for attendance and/or the submission of work will forfeit their membership of a module. Students will be informed that the membership of a module has been removed and so will not receive any credit for the module and are not eligible for reassessment. Failure to attend an examination without good reason will also lead to forfeiture of the relevant membership of a module.

5. **Awards**

The School of Psychology and Neuroscience as well as the University reward academic excellence with awards.

**The 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. The criteria for the award are strict. Only students taking no fewer than 120 credits counting towards an approved degree programme over the course of an academic year will be eligible and all credits have to be taken within the four Faculties of the University of St Andrews. Any student who meets all the criteria and who obtains a credit-weighted mean grade of 16.5 or above for the year will be recorded on the Deans’ List. Full details of all the criteria and conditions for the Deans’ List, including for part-time students, 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/) and [http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/PGT Credit Grades Awards.pdf](http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/PGT Credit Grades Awards.pdf).

**School prizes**

The School of Psychology and Neuroscience awards a number of prizes to the best Honours students each academic year. You can see last year prizes [here](https).

6. **Life In the School**

The School of Psychology & Neuroscience at St. Andrews is active in research and carries out projects in a wide range of areas of Psychology. This activity is important in itself but it also means that supervision of undergraduate research projects and teaching in general is in touch with the latest findings and fired by the lecturers’ personal enthusiasms. Information on academic staff and their interests can be found on the relevant School webpage.

Staff can be contacted by email; email addresses are indicated in parentheses. Please check your email regularly as Staff will also use this form of communication to contact you. Staff have two working days to respond to your e-mails. Do send a reminder if you have not received a response
within that time. Further information is also available from the School's web pages accessible from the University’s home page: [www.st-andrews.ac.uk/](http://www.st-andrews.ac.uk/)

**School seminars**

Some of these talks are relevant to Neuroscience Honours students who should find them interesting. Visiting speakers are informed that students will be present and that the talk should be pitched at a bright undergraduate and not aimed at a small handful of very specialist research staff. All Honours students are expected to come to these talks at 3.30 p.m. on Fridays. A seminar timetable with a list of speakers is published early in each semester and can be found on the [Psychology Events page](http://www.st-andrews.ac.uk/) or on the notice board in the School foyer. Undergraduates are invited to join the speaker, staff and postgraduates for a drink or a meal in the evening after the seminar. For those thinking of continuing in academe, this can be a particularly good way to start ‘networking’ and finding potential PhD supervisors.

There are also talks given by PhD students (Psycholoquia) at 1:00pm on every Thursday in the seminar room in the psychology building. Updated Schedule of Psycholoquia can be found on the school website. Several neuroscientists also hold joint lab presentation meetings (for example, the Spinal Cord and Movement, SCAM). These are talks given by PhD students, postdocs or PIs on their data or some recently published papers by other researchers in the field. You need to send an e-mail to the organiser, (e.g. Dr Gareth Miles (gbm4) for SCAM group, to get regular updates on the meeting schedule.

**Internships and work experience**

Internships provide good opportunities for students to get first-hand experiences on research or work activities and they are normally carried out during Summer vacation. Some students may find internships during term time. However, you should consult your advisor/internship supervisor first and try not to overload yourself so much that it interferes with your course work. The general advice is that you should keep this to less than 10 hours per week. The school will not consider internship as a basis for extensions to any assessments.

Information about Internships and work experience is available from the [Careers Centre](http://www.st-andrews.ac.uk/). A number of Schools offer internship opportunities. Students are encouraged to contact their School directly for further information.

**Laidlaw Undergraduate Internship Program**

The Laidlaw Undergraduate Internship Programme in Research and Leadership is sponsored by a generous donation from The Rt Hon Lord Laidlaw of Rothiemay, an honorary graduate of the University. This exciting Programme equips students with the skills and values to become leaders in their chosen occupations beyond University. This is open to 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/](https://www.st-andrews.ac.uk/students/involve/laidlaw/).

Further awards are received from UK sponsors of research, including The Wellcome Trust, the Engineering and Physical Sciences Research Council, the Biotechnology and Biological Sciences Research Council, the Nuffield Foundation and Carnegie Trust.

**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/](https://www.st-andrews.ac.uk/students/academic/internships/researchassistantscheme/).

**Careers and post-graduate courses**

There are various career paths for our neuroscience students. About half of our students are enrolled in postgraduate studies in neuroscience 6 months after graduation. This often leads to careers in academia or biotechnical and pharmaceutical industries. Others have received training to become medical doctors or psychiatrists.

**Study Abroad**

Study Abroad programmes play an important role in the University's commitment to a learning culture that is challenging, imaginative and flexible. Not only are we delighted to offer our undergraduates a number of exciting opportunities to spend a semester or year abroad as part of a St Andrews degree programme, but also to welcome visiting ('non-graduating') students from overseas.

**Outgoing study abroad students**

Students have the option to take their Junior Honours Year abroad or a semester of this year - typically at a North American University. Selection of students to take part in the JYA Programme takes place in second year (see the [Study Abroad web pages](https://www.st-andrews.ac.uk/students/academic/internships/researchassistantscheme/) for details). At the overseas university, students must take courses equivalent in content and standard to the full JH year’s work in St. Andrews so that, on entering Senior Honours here, they are properly prepared. The School's neuroscience study abroad co-ordinator ([Email](https://www.st-andrews.ac.uk/students/academic/internships/researchassistantscheme/)) will help to organise course selection and maintain contact with you while you are abroad by email. You may seek specific advice from the study abroad coordinator about university choices abroad. The marks you get at the University will be converted back to ones on a 20 points scale when you return to St Andrews.

**Incoming study abroad students**

None of the rules that govern module choice for graduating students apply to non-graduating students: incoming visiting students can pick modules from First Year, Second Year and Honours level modules with the agreement of your Advisor of Studies. However, you cannot combine modules at random: you should take either sub-honours modules (first and second year modules) or Honours modules (third and fourth year modules). Your Advisor of Studies will help you choose suitable courses.

- **Choosing Sub-honours modules:** You can take any of the four Psychology sub-honours modules – the first year modules, PS1001 and PS1002, BL1101 and BL1102, or the second year modules, PS2001 or PS2002, BL2301 and BL2305, two of: BL2302, BL2303, BL2306, BL2310, and a wide range of other modules in Arts or Science Faculties where timetabling permits. Some of these subjects (such as Scottish History, Mediaeval History, Logic and Metaphysics) may be unavailable at other universities and are therefore popular choices.

- **Choosing Honours modules:** You will be able to take a wide range of modules, provided that you have the appropriate prerequisites. We have PN3312, PN3313 at subhonours levels and a few PN4000 modules. Since some PN4000 modules have caps, you’d better conact the module organiser to see if there is any place available.

7. **Grades and marking policies**

Marking of all work is done anonymously on the University’s 20-point common reporting scale (see below). For the supervised modules (e.g. research projects) two members of staff (not the supervisor) independently mark the work submitted. Module essays and examinations are marked by the member of staff who has set the questions. A subset of module essays and examinations are marked by a second marker (second marking or moderation), the proportion being higher for less experienced markers. In addition the External Examiners have access to all marked work and they...
mark a proportion of this work independently. Your marks only become final after the approval of external examiners.

Examinations

Information on the University policies for exams is available here.

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

Common Reporting Scale (20-point)

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/

Marking ScalesDescriptors (Undergraduate/Integrated Masters)

Note to Schools: Local marking scales and descriptors should link to the University’s statement on Classification, Grades, Marks and the 20-point scale. See: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/grades-definition.pdf

HONOURS EXAM GRADE DESCRIPTORS ON 20 POINTS SCALE: GUIDELINES

<table>
<thead>
<tr>
<th>Allowed grades</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAIL</td>
<td>Unacceptable performance</td>
</tr>
<tr>
<td>0</td>
<td>No neuroscience content at all.</td>
</tr>
<tr>
<td>1</td>
<td>Contains a small amount of neuroscience content, but either completely irrelevant, or completely wrong, or completely trivial.</td>
</tr>
<tr>
<td>3</td>
<td>Some relevant information is presented, but the key points of topic either largely wrong or missing. Extremely superficial throughout. Little or no relevant evidence and few correct facts.</td>
</tr>
<tr>
<td>5</td>
<td>Some key points are addressed correctly but superficially, but others have serious conceptual errors or are missing. Little relevant evidence and few correct facts.</td>
</tr>
<tr>
<td>Pass, Ordinary</td>
<td>Not Honours standard</td>
</tr>
<tr>
<td>7</td>
<td>Most of the key issues are addressed correctly, but either very superficially, or with errors and/or omissions. Little relevant evidence and few facts. Brief, or unnecessarily padded or very poorly organized.</td>
</tr>
<tr>
<td>3rd Class</td>
<td>Minimal Honours standard</td>
</tr>
<tr>
<td>9, 10</td>
<td>The key issues are addressed correctly but superficially and without showing real understanding. Some relevant evidence and/or factual information. Poorly organized.</td>
</tr>
<tr>
<td>Lower 2nd Class</td>
<td>Adequate Honours standard.</td>
</tr>
<tr>
<td>11, 12, 13</td>
<td>The answer shows an understanding of the key issues, but without great depth. The arguments are weakly articulated, with poor use of examples.</td>
</tr>
<tr>
<td>Upper 2\textsuperscript{nd} Class</td>
<td>Good Honours standard.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>14, 15, 16</td>
<td>The answer displays a reasonable understanding of the main relevant issues. There are no major conceptual errors regarding the most important aspects of the topic, but there may be minor errors. The essay is generally well written and comprehensible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1\textsuperscript{st} Class</th>
<th>Very good to excellent Honours standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>17, 18</td>
<td>A good understanding of the major issues, with a clear, well-informed and well-structured argument around the topic. There is an appropriate mix of theory and evidence.</td>
</tr>
<tr>
<td>19, 20</td>
<td>As 17-18, except there is additional clear evidence that the student has valuable originality in perspective or exceptional depth of understanding, and/or has integrated appropriate material in addition to that presented by the question setter in the taught module.</td>
</tr>
</tbody>
</table>

Sometimes, students may produce essays not addressing the set exam questions. Where material is clearly irrelevant, the following guidelines apply:

1. Where irrelevant material occurs within an answer which is generally on-topic, it should be ignored.
2. Where the whole answer appears to be a response to a question that was not asked
3. If the answer is in the field of neuroscience, but not in any way related to the actual question, award grade 1.
4. If the answer is related to the topic of the question but clearly NOT on the actual topic, grade according to the quality of the material presented, using the following guidelines.
   - An excellent essay: grade 11
   - A good essay: grade 9
   - An adequate essay: grade 7
   - A poor essay: grade 3.

Occasionally, the marking may be on 100 percent scale (especially for Honours Problem-Solving Questions). Here is how we convert the marks to the 20 points scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>20</td>
</tr>
<tr>
<td>85-94</td>
<td>19</td>
</tr>
<tr>
<td>75-84</td>
<td>18</td>
</tr>
<tr>
<td>69-74</td>
<td>17</td>
</tr>
<tr>
<td>65-68</td>
<td>16</td>
</tr>
<tr>
<td>62-64</td>
<td>15</td>
</tr>
<tr>
<td>58-61</td>
<td>14</td>
</tr>
<tr>
<td>55-57</td>
<td>13</td>
</tr>
<tr>
<td>51-54</td>
<td>12</td>
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<tr>
<td>48-50</td>
<td>11</td>
</tr>
<tr>
<td>44-47</td>
<td>10</td>
</tr>
<tr>
<td>41-43</td>
<td>9</td>
</tr>
<tr>
<td>37-40</td>
<td>8</td>
</tr>
</tbody>
</table>

Occasionally, the marking may be on 100 percent scale (especially for Honours Problem-Solving Questions). Here is how we convert the marks to the 20 points scale:
8. Feedback

Students should be able to receive routine feedback on any work that they have submitted. Feedback will give you advice that will guide you in improving your learning and future performance. Guidelines of what to expect and advice on how to use feedback are available on the Psychology & Neuroscience UG teaching page. Dates and details of feedback for individual assignments will also be made clear to you at the time of setting of the assignment.

Students are 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 your School 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.

9. Special circumstances affecting work

Any circumstances – such as illness or serious difficulties in your personal life – which may affect the quality of your work should be brought to the attention of the School by using the appropriate electronic form as soon as possible and PRIOR to the marking of any work you think may be affected. Note that reasons have to be serious rather than trivial, and unforeseeable rather than foreseeable (in general, extensions are only granted on medical grounds or in instances of significant personal distress). You should also contact the Advice & Support Center (ASC) as they will be approached for information. Advice for extensions may be sought from your Honours advisor.

All requests for extensions will be considered by a committee normally comprising of the Honours Course Controller, one or more of the Honours Advisors and the Director of Teaching. The committee will request advice from ASC and consult relevant staff (e.g. supervisors in the case of reviews/projects) before making recommendations.

Two courses of action can be taken if students are experiencing personal difficulties that affect their work:

- Students may wish to request extensions to submission dates for prepared work, request a deferred assessment, or even withdraw from their studies. It should be noted that if extensions or deferred assessments etc. are granted, it is unlikely that you will also be entitled to have the module ‘S’ coded as well.
- ‘S’ coding is the final and least preferred option. It is the method the University uses to recognise that special circumstances have affected performance in the modules concerned that could not have been foreseen and could not have been ameliorated with extensions or deferred examinations. ‘S’ coding may only be applied by explicit request of the student and with the approval of the School. This may relate to ongoing illness, close family bereavement or other significant personal difficulties. Be aware that a maximum of 25% of the overall Honours credits may be ‘S’ coded. See the following link for further information: https://www.st-andrews.ac.uk/students/advice/academic/appealss-coding/
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 fifteen working days, you may be contacted by Student Services, the relevant Pro Dean, or by an appropriate member of staff in your School.

10. Plagiarism and Academic Misconduct

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

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.

The University’s Good Academic Practice Policy covers the behaviour of students. Students are advised to review and familiarise themselves with the University’s guide on 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. Students who are unsure about the correct presentation of academic material should approach their tutors, and may also contact CAPOD for training. Guidelines on how to ensure you do not plagiarise are available on the Psychology & Neuroscience UG teaching page.

Falsification of Data

Data forms the bedrock of modern psychology and neuroscience. The School of Psychology & Neuroscience will therefore penalise any substantiated evidence of falsification of data. The minimum penalty will be awarding the module a grade of 1. More severe penalties will automatically be considered.

11. 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 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.

**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 462700  
**Email:** [inc@st-andrews.ac.uk](mailto:inc@st-andrews.ac.uk)
# Key Dates

The Semester Dates for 2017/18 are available at: [https://www.st-andrews.ac.uk/semesterdates/2017-2018/](https://www.st-andrews.ac.uk/semesterdates/2017-2018/)

**Semester 1: Martinmas Semester**

**Monday 18 September 2017 - Friday 22 December 2017**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-sessional</td>
<td>Monday 11 September 2017</td>
<td>Orientation week</td>
</tr>
<tr>
<td>Week 1</td>
<td>Monday 18 September 2017</td>
<td>Teaching begins</td>
</tr>
<tr>
<td>Week 2</td>
<td>Monday 25 September 2017</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Monday 2 October 2017</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Monday 9 October 2017</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Monday 16 October 2017</td>
<td>Independent Learning Week (ILW)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Monday 23 October 2017</td>
<td>Raisin Monday: Mon 23 Oct</td>
</tr>
<tr>
<td>Week 7</td>
<td>Monday 30 October 2017</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Monday 6 November 2017</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Monday 13 November 2017</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Monday 20 November 2017</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Monday 27 November 2017</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Monday 4 December 2017</td>
<td>Revision week &amp; Graduation: Thurs 7 Dec and Fri 8 Dec</td>
</tr>
<tr>
<td>Week 13</td>
<td>Monday 11 December 2017</td>
<td>Semester 1 examinations</td>
</tr>
<tr>
<td>Week 14</td>
<td>Monday 18 December 2017</td>
<td>Semester 1 examinations</td>
</tr>
<tr>
<td>Vacation</td>
<td>Monday 25 December 2017</td>
<td>Christmas vacation</td>
</tr>
<tr>
<td>Vacation</td>
<td>Monday 1 January 2018</td>
<td>Christmas vacation</td>
</tr>
<tr>
<td>Inter-semester</td>
<td>Monday 8 January 2018</td>
<td></td>
</tr>
<tr>
<td>Inter-semester</td>
<td>Monday 15 January 2018</td>
<td></td>
</tr>
</tbody>
</table>

**Semester 2: Candlemas Semester**

**Monday 29 January 2018 - Friday 1 June 2018**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-semester</td>
<td>Monday 22 January 2018</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Monday 29 January 2018</td>
<td>Teaching begins</td>
</tr>
<tr>
<td>Week 2</td>
<td>Monday 5 February 2018</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Monday 12 February 2018</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Monday 19 February 2018</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Monday 26 February 2018</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Notes</td>
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<tr>
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</tr>
<tr>
<td>Week 6</td>
<td>Monday 5 March 2018</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Monday 12 March 2018</td>
<td></td>
</tr>
<tr>
<td>Vacation</td>
<td>Monday 19 March 2018</td>
<td>Spring vacation</td>
</tr>
<tr>
<td>Vacation</td>
<td>Monday 26 March 2018</td>
<td>Spring vacation</td>
</tr>
<tr>
<td>Week 8</td>
<td>Monday 2 April 2018</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Monday 9 April 2018</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Monday 16 April 2018</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Monday 23 April 2018</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Monday 30 April 2018</td>
<td>Revision week</td>
</tr>
<tr>
<td>Week 13</td>
<td>Monday 7 May 2018</td>
<td>Revision week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May Day Holiday: Mon 7 May</td>
</tr>
<tr>
<td>Week 14</td>
<td>Monday 14 May 2018</td>
<td>May examinations</td>
</tr>
<tr>
<td>Week 15</td>
<td>Monday 21 May 2018</td>
<td>May examinations</td>
</tr>
<tr>
<td>Week 16</td>
<td>Monday 28 May 2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monday 4 June 2018</td>
<td>Graduation Week</td>
</tr>
<tr>
<td></td>
<td>Monday 11 June 2018</td>
<td></td>
</tr>
</tbody>
</table>

**Examination Dates**

The dates for 2017/18 are:

S1 Exam Diet: Mon 11-Fri 22 December 2017
S2 Exam Diet: Mon 14 – Fri 25 May 2018
13. **Key Contacts**

<table>
<thead>
<tr>
<th>Position</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Of School</td>
<td>Professor Keith Sillar (psy-hos)</td>
</tr>
<tr>
<td>Deputy Head Of School</td>
<td>Professor Steve Reicher (sdr)</td>
</tr>
<tr>
<td>Director Of Teaching</td>
<td>Dr Mike Oram (psydot)</td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>Dr Dhanraj Vishwanath (dv10)</td>
</tr>
<tr>
<td>Honours Course Controller (Neuroscience)</td>
<td>Dr Wenchang Li (wl21)</td>
</tr>
<tr>
<td>Advisors Of Study (Neuroscience)</td>
<td>Dr Wenchang Li (JH, wl21)</td>
</tr>
<tr>
<td></td>
<td>Dr Stefan Pulver (SH, sp96)</td>
</tr>
<tr>
<td>Disability coordinator</td>
<td>Dr Reiner Sprengelmeyer (rhs3)</td>
</tr>
<tr>
<td>Study Abroad coordinator</td>
<td>Dr Stefan Pulver (sp96)</td>
</tr>
<tr>
<td>Health and Safety Officer</td>
<td>Dr David Tait (dst)</td>
</tr>
<tr>
<td>Teaching and Exams Administrator</td>
<td>Ms Toni Ellen (tse3)</td>
</tr>
<tr>
<td>School Student President</td>
<td>Jessie Li (yl43)</td>
</tr>
</tbody>
</table>

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-and.ac.uk.