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1. Honours Teaching

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

Teaching at Honours deals with the contemporary theories and research findings across the major areas in psychology and 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, providing a solid foundation for a range of postgraduate vocational courses (see the [British Psychological Society website](https://www.bps.org.uk) for further details). 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:

- To demonstrate original thought
- To construct a coherent argument or debate by demonstrating logical processing of (complex) information and deductive reasoning
- To apply critical analysis, evaluation and synthesis to solve complex problems
- To test hypotheses, theories, methods and evidence within their proper contexts
- To reason from the particular to the general
- To identify relevant techniques and concepts to solve advanced and complex problems
- To demonstrate use of an appropriate range of resources to the task at hand
- To evaluate relevant best practices for the task at hand
- To engage directly with current research, developments and skills in the discipline
- To engage with primary and secondary material and differentiate between them
- To demonstrate active learning
- To demonstrate reflective learning, including the ability to engage with and learn from feedback
- To demonstrate creativity and curiosity
- To demonstrate skills in time management, self-discipline and self-motivation
- To demonstrate quantitative and qualitative methods of analysis
- To demonstrate expertise in the use of statistical software packages for recording, manipulation & analysis of data
- To convey statistical results & methods in a manner understandable to the lay-person via written or oral reports
- To work independently or as part of a team
• To communicate with clarity and accuracy, orally (including presentation) and in writing

Objectives for Junior Honours psychology (JH).
• To consolidate an understanding of the principal areas of modern Psychology at an advanced level, such that students will be in a good position to make informed choices of specialist options in the Senior Honours (SH) year. The modules are intended to make students develop an appreciation of different approaches to several broad areas of psychology and yet also perceive links between them.
• To encourage independent study via a dissertation, supervised by a member of staff, reviewing a particular area of psychology.
• To bring methodological skills to an advanced level where students can pursue their own research projects in SH.

Objectives for Senior Honours psychology (SH).
• To develop the ability to offer critical appraisals of work in specialist areas in which students are most interested through participation in seminar-based courses;
• To develop the ability to conduct research in psychology through the completion of a research project and report;
• To develop students’ ability in critical reading and thinking and equip students with essential analytical skills needed in research.

2. Degrees

Single Honours Psychology Degree
The St Andrews single Honours degree in Psychology is recognized by the British Psychological Society (BPS) as providing the Graduate Basis for Registration with the Society. This is an important consideration for students wishing to pursue a career in any branch of Psychology but especially those interested in applied areas such as educational, clinical or forensic.

Joint Honours Degrees
Joint Honours degrees are available with a wide range of other subjects. Your Honours Advisor of Studies can provide more information about weightings and permitted combinations. Further information concerning joint degrees, including whether BPS Graduate Basis for Registration is given, can be found here.

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, particularly if you are taking a joint degree. See the University’s Honours Classification algorithm for full details

1 The British Psychological Society, St Andrews House, 48 Princess Road East, Leicester LE1 7DR. Email: enquiry@bps.org.uk; Web: http://www.bps.org.uk
3. Honours modules
You will find information on Honours modules in the course catalogue. Remember to check the programme specification to ensure that you are taking modules consistent with your intended degree (your advisor can help with this). For single honours psychology students, the 3000 level modules are taken in their 3rd year, the 4000 level modules in their 4th year (with the exception of PS4040 which is taken in 3rd year). The Junior and Senior Honours timetables can be found on the School website.

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 for some (e.g. single honours psychology students in their 3rd year) there is no flexibility in the modules that you take. Please note also that joint degree module time tables may restrict your selection of modules.

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.

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. Many of the PS3000 level psychology modules are required for BPS Graduate Basis for Registration (see here for details) and all are required for single honours psychology students.

JH Review (PS4040 – Psychology review)
The JH review aims to foster the ability to write clear, well-structured and argued reports. As this is frequently the first time students will have conducted an in depth review of scientific literature, each student is allocated a supervisor. Students are invited to identify topics of interest and discuss them with their supervisor. Emphasis will be placed on analytical and methodological issues, and a systematic approach to the analysis of a specific body of literature is encouraged. To reflect the fact that PS4040 is worth only 10 credits, students should complete the review early in semester 2 (for details see PS4040 handbook on the Psychology & Neuroscience web page).

Supervision is limited to the following areas: (i) advice in identifying topics for investigation and guidance in searching the literature; (ii) discussion of an outline plan for the dissertation before you begin writing; and (iii) careful reading and written comments on one full first draft only. Supervisors are not allowed to read multiple drafts of reviews.

To get the best help from your supervisor, you are advised to submit the draft word-processed and as polished as you can make it. Remember that supervisors will also have other demands on their time. You will get more help if you respect this and do not expect instant feedback on demand. Make sure a timetable is agreed, particularly concerning when you will be submitting first drafts and expecting feedback in good time for final revision and
submission by the deadline. In general, you should expect to receive feedback on submitted
draft work within a week if you give it to your supervisor on the previously agreed date.

**Senior honours modules**
The SH modules will be 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 development of skills in the critical
evaluation of research reports, and of understanding how current research will develop in the
future. Note that 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.

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. 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.

**SH projects (PS4050, PS4299)**
In the SH year you are expected to conduct an empirical study. You can choose either the 30
or the 60 credit project. The project will involve laboratory or field research to investigate a
defined problem broadly within psychology. The project will involve diligence, initiative and
independence in pursuing the literature, good experimental design, good experimental
and/or analytical technique either in the field or 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. Project report and data file have to be uploaded to
MMS, a hardcopy is not needed unless the material is unsuitable for electronic upload.

The project culminates in the production of a high-quality report that demonstrates a
deep understanding of the chosen area of research. You 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 detailing the
requirements and advice on how to approach the projects 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 essay is re-submitted after the deadline, penalties for late
submission will be applied and exacted.
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 1 ½; 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 disks 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, figures, table and figure legends, reference list, or appendices but this does vary and therefore you must always carefully check the rubric of the exercise. All other words, including the abstract, in-text citations, and sub-titles (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 the School by using the **online student problem form**. 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](#)).

- 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.

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, for this, use the online student problem form.** 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 for all pieces of required work 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 this link. 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 here.

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.

6. Life In Psychology
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.
School seminars
These talks are relevant to Psychology 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, 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.

Reading party
Each year, members of the JH class and members of the teaching staff spend time at a remote location in the Highlands. 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 year the Reading Party will take place on Friday 7th of October (start around 1pm) to Sunday 9th October (back at about 5pm) and will be based at Newtonmore. For more information about the Reading Party see the information boards or contact the organiser, Paul Gardner (plg).

Internships and work experience
Information about Internships and work experience is available from the Careers Centre. A number of Schools offer internship opportunities. Students are encouraged to contact their School directly for further information.

The Laidlaw Undergraduate Internship Programme in Research and Leadership is an exciting new programme and the biggest of its kind in Scotland - aimed at equipping 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.

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.

The Undergraduate Research Assistant Scheme was developed to promote projects that emphasise the many ways in which Research and Teaching can come together. Undergraduate students interested in this program should approach their school in the first instance to find out what opportunities are available.

Studying 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 are 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. Please note that the selection of St Andrews students to take part in the JYA Programme takes place in second year (see the Study Abroad web pages for details).

Studying abroad in your Junior Year
Students have the option to take their Junior Honours Year abroad - typically at a North American University. 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 study abroad co-ordinator (Email) will help to organise course selection and maintain contact with you while you are abroad by email.

Non-graduating students visiting St Andrews
None of the rules that govern module choice for graduating students apply to non-graduating students: you can pick modules from any First Year, Second Year and Honours Psychology 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, or the second year modules, PS2001 or PS2002 - with a wide range of other modules in Arts or Science Faculties where timetabling permits.
- **Choosing Honours modules**: Whilst you are here you become one of our Honours Class for the year and as part of the School are encouraged to get involved in all of the School’s activities. You will be able to take a wide range of modules, provided that you have the appropriate prerequisites.

7. Grades and marking policies
Marking of all work is done anonymously on the University’s 20-point common reporting scale. For the supervised modules two members of staff independently mark the work submitted (for details see handbooks for PS4040, PS4050, PS4299, PS4060). Module essays and examinations are marked by the member of staff who has set the questions. A subset of module essays and examinations are moderated by a second marker. In addition the External Examiners have access to all marked work and they moderate 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.

Criteria for marking
We use grade criteria sheets when marking. Individual modules will make their grading criteria explicit or will use the grade criteria sheets available on the Psychology & Neuroscience UG teaching page.

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 normally by the Honours Course Controller, who, in complex cases, decides with the Director of Teaching. They will request advice from ASC and may 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. Be aware that a maximum of 25% of the overall Honours credits may be ‘S’ coded. See the following link for further information: Details for 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.

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2 ASC, 79 North Street, St Andrews, Fife KY16 9AL. Tel: +44 (0)1334 462020; Email: theasc@st-andrews.ac.uk; Web: http://www.st-andrews.ac.uk/students/advice/
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. Non-Academic Misconduct is dealt with under separate procedures.

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 a Student Advocate (Education)³, whose job it is to ensure that you receive help with writing and submitting a submission. The student advocate can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.

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³ Student Advocate (Education), Tel: 01334 462700
12. **Key Dates**
Semester Dates for 2016-17 are available at [Semesterdates](#).
For Psychology Module Deadlines, see Module Handbooks.

13. **Key Contacts**

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Head Of School</strong></td>
<td>Professor Keith Sillar (psy-hos)</td>
</tr>
<tr>
<td><strong>Deputy Head Of School</strong></td>
<td>Professor Steve Reicher (sdr)</td>
</tr>
<tr>
<td><strong>Director Of Teaching</strong></td>
<td>Dr Mike Oram (psy-dot)</td>
</tr>
<tr>
<td><strong>Examinations Officer</strong></td>
<td>Dr Dhanraj Vishwanath (dv10)</td>
</tr>
<tr>
<td><strong>Honours Course Controller</strong></td>
<td>Dr Reiner Sprengelmeyer (rhs3)</td>
</tr>
<tr>
<td><strong>Advisors Of Study (Arts)</strong></td>
<td>Dr Ken Mavor (km221)</td>
</tr>
<tr>
<td></td>
<td>Dr Reiner Sprengelmeyer (rhs3)</td>
</tr>
<tr>
<td><strong>Advisors Of Study (Science)</strong></td>
<td>Dr Michael Oram (mwo)</td>
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<tr>
<td></td>
<td>Dr Thomas Otto (to7)</td>
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<tr>
<td><strong>Disability coordinator</strong></td>
<td>Dr Reiner Sprengelmeyer (rhs3)</td>
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<tr>
<td><strong>Study Abroad coordinator</strong></td>
<td>Dr Michael Oram (mwo)</td>
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<tr>
<td><strong>Health and Safety Officer</strong></td>
<td>Mrs Mary Latimer (ml4)</td>
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<tr>
<td><strong>Teaching and Exams Administrator</strong></td>
<td>Miss Toni Ellen (tse3)</td>
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<tr>
<td><strong>School Student President</strong></td>
<td>Jessie Li (yl43)</td>
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