University of St Andrews

Further Particulars of Offers

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1.11	Update to the policy for entry in 2027	Published	Heather McNeill, Deputy Academic Registrar	01/08/2026

- British Sign Language (BSL) users can contact us via the online BSL Video Relay Interpreting Service: https://contactscotland-bsl.org
- This document and forms associated with this document are available in an alternative format upon request.

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This document accompanies your official offer letter and gives information on the University of St Andrews educational experience by providing statements of clarification on the St Andrews approach to providing degree and module information;
curriculum review, teaching and learning; and fee setting.

This document should be read in conjunction with the University Terms and Conditions of Study.

These particulars are valid for offers to study in 2027-2028.

In exceptional circumstances it may be necessary to make changes to these particulars after you have accepted your offer, or during your programme of studies. Any material changes required will be approved by the relevant University committee(s), prior to being communicated to affected applicants and students in writing via email.

Further particulars of offers

Once you have accepted your offer to study at the University of St Andrews, you enter into a contractual agreement with the University which is set out in the University Terms and Conditions of Study. This agreement includes:

- Conditions relating to your degree programme
- the expectations of students whilst studying in the University of St Andrews community
- the University's approach to delivering a quality learning experience.

The University aims to ensure that students are aware of the main provisions of the agreement, and this document offers further information on key aspects of your offer.

Learning and teaching at St Andrews

Our approach to learning and teaching is a little like the University itself: a mix of very traditional and very new. In every subject, we take care to cover all the bases, on the one hand familiarising our students with the knowledge and theories that are essential to understanding the discipline; and on the other, giving them a chance wherever possible to develop practical uses for the expertise they acquire. From this starting-point, we expect our students increasingly to design their own studies, by selecting options and undertaking research-based activities that they devise by themselves, with support from academic staff.

All teaching and learning is organised through one of the University's Schools, each of which has a director of teaching who oversees the delivery and development of teaching and learning. These work with the coordinators of individual modules and with programme or year coordinators (where appropriate) to ensure that teaching and learning provision is carefully planned and delivered, and that new developments and changes are channeled for approval to the appropriate committees. Directors of teaching, programme, year and module coordinators are all established members of academic staff – such as professors and lecturers.

Students put together their programme of studies in consultation with and with the approval of their Adviser of Studies by selecting a combination of compulsory and optional modules described in the programme requirements. From here there are links to the online module catalogue which describes each module and gives information about the learning, teaching and assessment methods used.

We know that every student has a slightly different way of learning so, while we make use of some tried-and-tested methods that we believe should be part of any good university education, we also have a wide variety of complementary approaches that will enrich your experience and ensure there is an approach that works.

Degree and module information statement

Information about the University's curriculum (modules and degree programmes) can be found in several places on the University's website depending on the level of detail you are looking for. The undergraduate programme requirements and the postgraduate programme requirements are the primary sources of information if you want to learn about the modules that may be available to you in the academic year and the combination of modules that are required to progress from year to year on your chosen degree programme.

Each degree programme requires certain combinations of modules to be taken in each academic year of study for you to progress from year to year on your way to your final assessments and ultimately graduation. These requirements are published alphabetically by award name under each subject area. The University's advising process will help ensure that you are on track to meet the requirements that are necessary to complete your degree programme.

The programme requirements are updated and published online each summer for the coming academic year. It may be necessary to update the module or programme catalogue after it is published, and these updates are published on the web page.

Modules

In the module catalogue, you will find information about all the modules that are available in the current academic year. The list of available modules can be sorted and filtered by a variety of criteria including subject, level, semester and credit load. There may be constraints on a module such as a pre-requisite that could restrict the modules available to you. Some modules are available to any student who has passed the pre-requisite (if any) and others are restricted in their availability. For example, some may be available to students only in a particular faculty, year, programme, programme type or mode of study (e.g. part-time). Some may also be restricted by a limit on numbers or by selection criteria (e.g. interview). It may be necessary to restrict access to a module in the event that demand exceeds the number of students that can be accommodated. While the University offers wide variety and a great deal of choice and flexibility, students are only guaranteed access to modules that are compulsory for their degree programme.

Senate Regulations

The University Senate oversees the awarding of degrees to students upon successful completion of a programme of study and the regulations that govern the requirements for success are laid out in the Undergraduate Senate Regulations and Postgraduate Senate Regulations. You can also access these regulations as printed copies in the University Library.

Your Advisers of Studies and the University's advising system will guide you in relation to the requirements for successful completion of your programme.

The Senate Regulations are published annually in advance of the beginning of the academic year, though changes to the Regulations during an academic year may be necessary from time to time.

Curriculum revision

The main aims of the curriculum at the University of St Andrews are to foster flexible, independent thinkers who have both subject-related and generic skills in readiness for work or further study. The curriculum portfolio is developed on the basis that teaching is research-led, guided by cutting-edge researchers and delivered by outstanding teachers from around the world. Embedded in the curriculum as appropriate to the subject area, are principles of research methodology, ethics and responsibility as well as insight into global and cultural issues. The University teaches skills and flexible thinking, and also a belief in the ability to use these beyond graduation.

The University provides a breadth and opportunity of choice, with a large range of subjects that can lead to joint degrees – you will be encouraged to try new disciplines while following your own established academic

interests. The University will ensure that relevant information and advice is available when students are making such choices: to complement the key information contained in the programme requirements, each student has a dedicated Adviser of Studies who is available for consultation in a process overseen by Associate Deans (Students)/ Associate Provost Students, who can also provide expert guidance to students.

In order to achieve this, and to ensure that its teaching incorporates the research interests of its staff, the University reviews its curriculum portfolio on a regular basis. Changes are made with due consideration to minimising impact, safeguarding academic standards and assuring the quality of the learning experience. Changes may include any of the following:

- Changes to the timetable, location, number of classes and method of delivery of modules and programmes of study where specific circumstances require this. Significant changes will only be proposed in exceptional circumstances.

- Reasonable variations to the content and syllabus of modules and programmes of study (including in relation to placements or study abroad) to ensure that teaching is research-led, current and relevant.

- Suspension, discontinuation or combining of modules or programmes of study (for example, because a key member of staff is unwell or leaves the University, because too few students are admitted to them to provide the required learning experience, or due to a *Force Majeure* event).

- Changes to ordinances, regulations, policies and procedures which the University reasonably considers necessary (for example, in the light of changes in the law, as a result of governmental order, or the requirements of the University's regulators, or for the benefit of its students and staff, or due to a Force Majeure event).

As part of any such changes the University will:

- Endeavour to minimise impact for current students and applicants by communicating at the earliest opportunity, offering reasonable alternative options or cancellation with no detriment and timing the changes sensitively.

- Normally introduce major changes in such a way that these come into force at the beginning of the following academic year (if fundamental to the programme, major changes will normally come into force with effect from the next cohort of students). In exceptional circumstances, changes may be required during an academic year, but will be managed to minimise disruption to students where possible.

- Always seek to avoid academic or financial detriment to current students when applying changes to policies, regulations and procedures.

- Be cognisant of students on leave of absence and ensure that any changes to the curriculum are communicated clearly and suitable pathway options are available on return to study.

- Ensure that the portfolio of modules available for students to choose from delivers the published learning aims and outcomes of the programme for which students are enrolled.

Learning and teaching

In response to any local or national crises (see definition of 'Force Majeure Events' in the Terms and Conditions of Study) or other unforeseen events which restrict the ability to offer teaching in-person, the University may need to offer periods of online or blended provision (which is a combination of in-person and online teaching) of teaching at some point within a student's programme. In the event of such a situation, the University will continue to support students through the provision of appropriate teaching and learning materials and activities to ensure students are able to meet the necessary programme outcomes.

Terms and Conditions of Study

The University's Terms and Conditions of Study set out the contractual obligations between the student and the University. You will receive a copy of the existing Terms and Conditions of Study for reference when an offer of admission is made. The University will review and may make changes to the Terms and Conditions each year, however any material changes will be identified and approved by the relevant University committee(s) prior to being communicated to affected offer holders and students and in writing.

You will be asked to accept the Terms and Conditions of Study before you matriculate for each academic year of your degree programme. Your matriculation for the relevant academic year will be considered an acceptance of the Terms and Conditions for that academic year, including any changes.

Lectures, seminars and tutorials

Most subjects use lectures, especially in the first two years of undergraduate degrees, which are referred to as Sub-Honours years. The final two years of undergraduate degrees are referred to as Honours years.

Students can use their first two years to discover their own specific strengths before finalising their degree intentions at Honours level. Lectures are a good way to ensure everyone in the class receives the same key information, and they help students develop note-taking and summarising skills.

The material covered in lectures is generally followed up in smaller seminar groups or tutorials where there might be a structured open discussion, a general debate, a presentation by students, or a series of questions, exercises or examples to be worked through with the tutor. Owing to the relatively small undergraduate student body in comparison to some universities, St Andrews is in the enviable position of offering small group teaching in many subjects.

Laboratories

In addition to lectures and seminars or tutorials, some subjects require laboratory sessions. These normally take place in custom-designed labs, where students carry out practical tasks, following a programme of work devised by their lecturers and directed by experts during the session. Labs allow you to put theoretical knowledge into practice, perfect your skills and develop into competent, well-trained and highly-skilled specialists. Lab sessions are not just for science: Economics, Modern Languages and others use them too.

Additional learning opportunities

One-to-one

Academic Schools offer 'office hours' which can be provided in person or remotely, where students can speak with an academic member of staff about a particular module. Our welcoming environment and relatively small size allow students to approach individual tutors for assistance in this way or via email.

Learning in the field

Many subjects include compulsory or optional fieldwork from an early stage. Students may investigate a site of particular scientific, historical, artistic or cultural interest; or they may carry out experiments or surveys by observing or interviewing the occupants of a particular location.

In the final year, a flagship module, distinctive to St Andrews, allows selected students to obtain credits for teaching their subject of study in local schools, under the joint supervision of a teacher and a university academic.

Learning from each other

We expect students to lead discussions in student-led tutorials (in-person or online) in which students set the pace of learning. Although we are an ancient university, we support various online learning opportunities through our virtual learning environments, blogs, chat-rooms, podcasts, project forums, wikis and other forms of collaborative and independent learning.

Vertically Integrated Projects

Students may also participate in a Vertically Integrated Project for which they obtain credit. These projects offer students an opportunity to participate in a research project led by an academic supervisor and made up of a team of students from different disciplines and any level of study.

Extracurricular activities

Extracurricular lectures and seminars in every school are open to students. Some student societies are linked to academic schools and are an excellent way to expand understanding and appreciation of the subject. Societies organise talks, social events and other informal activities to support learning.

Societies are typically affiliated to the Students' Association, to which matriculated students automatically become a member.

Internships and work experience are available in some areas as part of the degree programme, whether simulated or real: Medicine, for example, places emphasis on simulated doctor-patient consultations, while teaching abroad placements are available in Modern Languages with Integrated Year Abroad programmes. Competitive extracurricular summer research internships, supported by the University, are available in all subjects to supplement scheduled learning and teaching. The Careers Centre supports students arranging their own vacation internships for work experience.

Further personal and professional development opportunities are available, for example through the Careers Centre the International Education and Lifelong Learning Institute (IELLI), the Students' Association, and the Entrepreneurship Centre, including skills development programmes, the Saints Skills Awards, internships on campus, enterprise education, alumni mentoring, employer networking, and individual advice and coaching, including business start-up support.

Individual and group work

As students progress through their programme, they are expected to undertake work in groups or pairs. This is a good way of sharing work in order to learn more about the subject; learning to be part of a team is also a key skill for employment and life in a community.

At the same time, one of our chief aims at the University of St Andrews is to enable students to become increasingly self-reliant, not only in the intellectual questions they ask and answers they give, but also in the way they manage their time, organise their work and achieve the high standards of professionalism prized by employers. Students are therefore expected to conduct much of their work alone, and the Honours project or dissertation in particular is the culmination of independent thinking and personal development: in this, a student selects a topic, defines a question, conducts the research necessary to explore it thoroughly and according to the norms of their discipline, and writes up the results of their enquiries. All this is done with readily available support and guidance from academic staff – but the burden of work, and the ultimate achievement, is entirely the student's own. Thus, we support a gradual departure from a typical secondary school, high school or college environment where structures and schedules prevail, to a more scholarly approach where interaction is focused on support for autonomous learning, exchanging ideas and stimulating thinking.

Workload, preparation and follow-up for learning and teaching

Like other universities, we expect full-time students to put in a full week's work on their studies, split between scheduled classes and private study. As a guide, each credit earned should be the result of about 10 hours' work, so a full year's credit load (120 credits) represents 1,200 hours of concentration and hard work.

To get the most out of their studies, students need to prepare carefully for every class they attend, and to follow it up afterwards, whatever its nature. Students may be asked to look carefully at specific material; in addition, students should independently use learning resources like the Library to 'read around' the subject, fill gaps in knowledge and understanding, check the reliability of information they have discovered and feel confident they have grasped what is being taught.

To help in this, further module information is available, clearly showing the programme of study and assessment involved. Bibliographies of extra reading are provided at the start; further recommendations may be given during class, depending on what comes up. Many tutors post material on the Virtual Learning Environment; others may conduct short 'refresher' tests during the class itself to check that everyone has reached the necessary level of understanding.

Some subjects require a high percentage of scheduled learning hours, for example because a student can only make progress by attending a laboratory or carrying out supervised fieldwork. In other subject areas, a large amount of individual reading or practice is the only way to ensure adequate learning. In both cases, students must quickly develop time management skills to enable efficient use of the full-time study week.

Fee setting

The University reviews its fees and charges annually and communicates this information to all applicants and students (see approach to fee setting in the University's Fee Setting Protocol). This leads to the publication of a list of approved fees for all cohorts in early September for the following academic year.

Version number	Purpose / changes	Document status	Author of changes, role and school / unit	Date
0.1	New document.	Published	Registry	15/07/2019
1.1	Updated for 2020-21 entry in light of the Covid-19 emergency	Published	Helen Boyd, Deputy Academic Registrar	15/05/2020
1.2	Updates to Modules section.	Published	Helen Boyd, Deputy Academic Registrar	07/10/2020
1.3	Policy published for the new academic year.	Published	Helen Boyd, Deputy Academic Registrar	05/08/21
1.4	Correction of grammar on page 2.	Published	Helen Boyd, Deputy Academic Registrar	26/10/21

1.5	Policy published for the new academic year.	Published	Heather Dudek, Unit Administrator	21/09/22
1.6	Updated link to Programme Requirements web page.	Published	Heather Dudek, Unit Administrator	13/12/22
1.7	Updated wording to support digital programmes.	Published	Heather Dudek, Unit Administrator	08/02/23
1.8	Update to the policy for entry in 2023	Published	Heather McNeill, Deputy Academic Registrar	03/08/23
1.9	Update to the policy for entry in 2024	Published	Heather McNeill, Deputy Academic Registrar	01/08/24
1.10	Update to the policy for entry in 2026	Published	Heather McNeill, Deputy Academic Registrar	01/08/25