St Andrews Conversion Diploma in Philosophy

Handbook 2020 - 2021

Contents

1. Welcome from the Director of the Programme

We would like to welcome you to the Conversion Diploma Programme in Philosophy at St Andrews.

The University of St Andrews has historically been home to two departments for the study of philosophy, namely the Department of Moral Philosophy and the Department of Logic and Metaphysics. You'll see this historical fact reflected in the two separate entrances to Edgecliffe, the building on the Scores in which we are housed. Nowadays, Philosophy is one unit within the School of Philosophical, Anthropological, and Film Studies, offering a set of degree programmes, and we now refer to the unit simply as 'the Department of Philosophy'.

The Department of Philosophy is a thriving academic community committed to providing excellence in teaching and research in the field of philosophical enquiry. In the latest UK-wide assessment of the research of UK universities (REF 2014) the philosophy department was ranked 1st in Scotland and 5th in the UK (by grade point average). 83% of research was assessed as either 4* or 3*. Our undergraduate programme is research-led and closely informed by the research of the staff in the department. In the National Student Survey over the last few years, the Department of Philosophy has regularly received a 100% score for student satisfaction.

The Department of Philosophy in St Andrews is based in Edgecliffe on The Scores. The Department has excellent facilities. A significant amount of your teaching will take place within Edgecliffe and this is where you will find the Departmental Office. Audrey Horsburgh and Lucie Wight are the Course Administrators for undergraduate modules—which are the modules you will take on the Conversion Diploma—and will be pleased to help you in person and welcome you to the Department. This year the university will run a Dual Delivery model, combining in-person with online teaching (more information: https://www.st-andrews.ac.uk/offer-holders/dual-delivery/). Be prepared for teaching arrangements to change as the Covid-19 situation develops.

Our welcome event for all incoming Conv Dip students takes place at 1.30pm on Tuesday 8th September 2020 on Teams. We hope to see you all there!

We hope that you will work hard this year and enjoy your time in the Department of Philosophy.

Best Wishes for a successful year!

Dr Patrick Greenough, Director of the Conversion Diploma Programme

2. Welcome from the Philosophy School President.

Hi! I'm Rachel and I'm your Philosophy School President for the coming year. I'm here to represent the student voice – that is, your voice - in the philosophy department.

I'd first like to say welcome back to all our returning students, and if you're a new student here - welcome to St Andrews! Whether you're joining us in person or virtually, you are sure to find that the philosophy department is a big part of your time here. This means that it's really important that the way that the department works also works well for *you*. Student representatives and department staff alike always work hard to make sure this is the case, but, of course, this year the way teaching is delivered is going to be a little different to usual. This presents us with a lot of new challenges. In my time as School President, I will be especially focused on making sure that your student experience remains as vibrant and engaging as ever – both academically and socially – despite the new learning environment we are navigating.

I'm here to represent your interests – any time that you have feedback, suggestions, concerns, or any queries at all, you can get in contact with me. You can find me via email, on social media, or at my weekly 'office hours'. Links to social media pages will be included in an email in the first week of term, as will the exact day and time of my office hours. My office hours will, for the time being, be taking place virtually – but I'll keep you all updated if and when it becomes possible to move to a physical location.

I'll keep in touch with you all regularly throughout the year via the much-loved Weekly Email about general department affairs and any upcoming events or opportunities. I'm very much looking forward to meeting and working with you all, and representing your voices as best as I can.

Finally, I hope everyone has a fantastic year! Please get in contact with me any time, about anything at all – I really am here to help!

Rachel Neighbour

Philosophy School President: 2020-2021 (philosophypresident@st-andrews.ac.uk)

3. Welcome from Minorities and Philosophy

Welcome to St Andrews!

We are the Minorities and Philosophy (MAP) chapter at the Universities of St Andrews and Stirling and our goal is to make philosophy a more inclusive place.

The chapter offers support, resources and networks for underrepresented and disadvantaged groups in philosophy, engages in discussions with the faculty to make philosophy at both universities more inclusive, and explores ways to make philosophical discussions and debates more accessible.

We represent minorities in both the postgraduate community as well as undergraduate philosophers in St Andrews and Stirling.

We aim to provide support to all who feel alienated and isolated in philosophy, and specifically speak out on behalf of women, people of colour, members of the LGBT+ community, working-class students, students from non-academic backgrounds and students with mental health problems. Ultimately, we hope our efforts help in removing the barriers that might be impeding students from these backgrounds to thrive in Philosophy.

We organize various activities like discussion groups, workshops, informal gatherings such as fortnightly lunches for postgraduates and walks on the beach, or a mentoring programme for honours-level students.

Please get in touch with us by messaging us at mapuk.sasp@st-andrews.ac.uk. You can also find us on Facebook @mapsasp (Minorities and Philosophy SASP) or twitter @mapsasp. We also have a website that you can visit http://stirlingbus.com/map/.

We look forward to meeting you!

The Minorities and Philosophy chapter at the Universities of St Andrews and Stirling

4. This Handbook.

This handbook is designed to provide all of our Conversion Diploma students with essential information about the Philosophy Department and the Conv Dip Programme. Please make sure to read it carefully and retain it as a source of reference through the year.

5. Key People

The Director of the Conversion Diploma Programme is **Dr Patrick Greenough** (extension 2481, room 201, pmg2@st-andrews.ac.uk). He is your point of contact as regards any issues that may be affecting your academic progress. Dr Greenough is also Director of the SASP programme

The Deputy Director of SASP is **Dr Aaron Cotnoir** (extension 4438, room G05, ac117@st-andrews.ac.uk)

Our Postgraduate Administrators are **Nikki Broughton and Karen Drysdale** (pgpafs@st-andrews.ac.uk) They are your first point of contact if you have any queries about the Programme.

Undergraduate Course Administrators: **Mrs Lucie Wight** and **Miss Audrey Horsburgh** ext. 2486/2206, philosophy@st-andrews.ac.uk School Office, room G09 Edgecliffe. Lucie and Audrey will help you with queries as regarding your modules and teaching issues more generally.

Opening hours: 9.00 – 13.00 and 14.00 – 17.00

The main Philosophy Departmental Office is in Room G09, Edgecliffe.

NOTE: *Access to Edgecliffe is currently very restricted and administrators will be working remotely until further notice.*

Semester 1 Module Coordinators:

Sub-Honours Modules

PY1010 Mind & World	Dr Derek Ball	db71
PY1011 Moral & Political Controversies	Dr Ben Sachs	bas7
PY1012 Reasoning	Dr Kevin Scharp	ks70
PY1013 The Enlightenment	Dr Alex Douglas	axd

Honours Modules:

PY3100 Reading Philosophy 1: Texts in Language, Logic, Mind, Epistemology, Metaphysics, and Science	Dr Walter Pedriali	gbp1
PY4639: Philosophy of Creativity	Prof. Berys Gaut	bng
PY4646: Reasons for Action and Belief	Dr Justin Snedegar	js280
PY4647: Humans, Animals, and Nature	Dr Ben Sachs	bas7
PY4650: Philosophy, Feminism, and Gender	Dr Walter Pedriali	gbp1
PY4661: Philosophy of the Climate Crisis	Dr Derek Ball	db71

Semester 2 Module Coordinators:

Sub-Honours Modules

PY1012 Reasoning	Dr Kevin Scharp	ks70
PY1013 The Enlightenment	Dr Alex Douglas	axd
PY2012 Meaning and Knowing	Dr Walter Pedriali	gbp1
PY2013 Moral and Aesthetic Value	Dr Lisa Jones	lj14

Honours Modules

3000-level Module: PY3200 Reading Philosophy 2: Texts in Ethics, Meta-ethics, Religion, Aesthetics, and Political Philosophy	tbc	
PY4609: Philosophical Methodology	Prof Jessica Brown	jab30
PY4634: Philosophy of Logic	Dr Aaron Cotnoir	ac117
PY4643: Philosophy of Law	Dr Walter Pedriali	gbp1
PY4652: The Philosophy of Human Rights	Dr Elizabeth Ashford	ea10
PY4653: Toleration in the Early Modern Period	Dr Alex Douglas	axd
PY4663: AI and Philosophy	Dr Kevin Scharp	ks70

Questions about academic matters (such as course material, essays, exams) should in the first instance be addressed to your tutor or lecturer. You may also take such questions to your Module Coordinator, who is responsible for the day-to-day running of the module, or to the Sub-Honours Coordinator, or to the Director of Teaching.

Contact for reporting Special Circumstances and/or advice on S coding: Examinations Officer

Dr Adam Etinson, ext. 2467, ae45

Student support and guidance advice:

Director of Teaching, Dr Walter Pedriali, ext. 2403, phildot@st-andrews.ac.uk

Examinations Officer, Dr Adam Etinson (see above)

Disability Coordinator,

Contact for reporting absence from classes or examinations: Undergraduate Course Administrators

Mrs Lucie Wight and Miss Audrey Horsburgh ext. 2486/2206, philosophy@st-andrews.ac.uk School Office, room G09 Edgecliffe

Opening hours: 9.00 – 13.00 and 14.00 – 17.00

NOTE: *Access to Edgecliffe is currently very restricted and administrators will be working remotely until further notice.*

6. Initial Meeting and Reception.

This is held in Week 0 (Pre-Sessional Week). Details will have been emailed to you. The Meeting will take place on Teams this year

7. Your Academic Adviser

Your academic advisor will be a member of academic staff from the Department. You will be assigned an academic advisor in Week One. You should contact your advisor via email to arrange a meeting. You should consult your Adviser for general guidance on essay planning, essay writing, academic conduct, and for advice on how best to apply for a Masters place. Finally, your Adviser is also your first point of contact to discuss any personal or health issues which may be affecting your academic performance. (Note: your Adviser is not expected to read and comment on drafts of your coursework essays.)

7. The Graduate Reading Party

Every year, there is a reading party for postgraduate students and staff. The Reading Party bases itself on one or another country retreat in beautiful surroundings: a fine opportunity for

seeing Scotland, hiking, and sampling Scottish food and drink, with the give and take of philosophy in the evenings.

NOTE: *Due to Covid-19, the Reading Party will not take place during Semester One as usual. We hope there will be a replacement event during Semester Two, depending on how the situation develops. Full details will be provided at a later time.*

9. Further Contact Information

9.1. Philosophy School President

The School President is your representative and his or her role is to make representations on behalf of the students within their School to the University. The broad aim of the School President system is to improve communications and cooperation between students and staff, for the mutual benefit of both. You can contact the School President directly at: philosophypresident@st-andrews.ac.uk

The School President will act as a link between the student sabbatical officers of the Students' Association and the class representatives. The School President is the chair of the Philosophy Staff-Student Consultative Committee, will attend all President Forums, and regularly communicate issues to the Director of Teaching on behalf of students. For more information on the Staff-Student Consultative Committee and the Class Rep system, see Section C, 18 below. Further information about school president can be found at:

http://www.st-andrews.ac.uk/staff/teaching/engagement/presidents/

9.2. Key Contacts at the University of St Andrews

University Switchboard	(01334) 476161
Student Advice & Support Centre	(01334) (46)2020
Academic Registry – transcripts, graduation, fees	(01334) (46)3097/2119
Academic Registry – Postgraduate – Arts/Divinity	(01334) (46) 2136

9.3 Key School Contacts

Head of School	Professor Mark Harris ext. 2981 philhos
Head of Department	Dr Simon Prosser ext. 2473, sjp7
Director of Teaching	Dr Walter Pedriali ext. 2403 phildot
Director of Research	Professor James Harris ext. 2472, jah15
Disability Coordinator	Ms Rachel Cumberland, rc87
Examinations Officer sem 1	Dr Aaron Cotnoir ext.4438 ac117
Examinations Officer sem 2	Dr Simon Prosser ext.2473 sjp7
Health & Safety Officer	Miss Audrey Horsburgh ext. 2206 ach30
Honours Adviser	Dr Derek Ball ext. 1795 db71
Sub-Honours Coordinator	Dr Alex Douglas ext.4437 axd
School Manager	Ms Rachel Cumberland ext 3737, rc87

10. Semester Dates 2020-21

Full information can be found at: https://www.st-andrews.ac.uk/semester-dates/

11. Further Useful Information.

11.1 Website.

The Department of Philosophy website for postgraduate students at St Andrews can be found at: http://www.st-andrews.ac.uk/philosophy/current/pgrad/

The website contains full details regarding the Department and its staff, research, teaching programmes, study resources, events and activities. You should refer to it regularly.

11.2 Matriculation

All students must matriculate each academic session to allow them to continue with their studies and attend classes. Taught Postgraduate students are expected to matriculate during Orientation Week before Semester commences. Students should ensure that they have completed the on-line matriculation process by the end of Wednesday 9th September.

11.3 Student Support and Guidance

Particularly during the Covid-19 crisis, it is very important to look after your wellbeing and to make sure you don't feel isolated during your degree. Advice and information about available support can be found here: https://www.st-andrews.ac.uk/coronavirus/wellbeing/students/ .

As a University of St Andrews student you are on a journey of learning. The person you arrived as will be different from the one who leaves. This change will reflect the knowledge and skills you will gain, and the experiences you will have throughout your time here. It is unlikely that your journey will always be smooth, but dealing with the unexpected challenges you encounter along the way will help you develop the skills you need to make you a better scholar and better able to cope with life beyond university.

Key areas to focus on during your time at St Andrews include:

1. Developing independence. This means that you actively seek out information, take charge of finding the right balance between your study and personal life and take responsibility for your behaviour, wellbeing and health.

2. Facing challenges. It's perfectly normal to find things challenging in your academic studies and general student life. Some challenges may lead to disappointment or even failure. The important thing to remember is that you will be strengthened by these challenges, developing important life-skills such as problem-solving and resilience.

3. Being involved. As a student at St Andrews you are part of several communities, and you have the opportunity to become involved with them. You are part of the community within your academic school, part of the broader University community and part of the wider community of the

St Andrews town. You are encouraged to make the most of the academic, social, societies and sports opportunities on offer as a way to positively build knowledge, skills, support networks, and physical and mental wellbeing. As a member of the community with full rights to participation, you should never be made to feel excluded or marginal (see below for support on Harassment and Bullying).

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

11.4 Disability Support

If for disability reasons you require support for example; teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as; learning difficulties, visual and hearing impairments, mobility difficulties, Asperger's, mental health, long standing medical conditions and much more. See:

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

11.5 Harassment and Bullying Support

The University of St Andrews is committed to equality of opportunity and will not tolerate harassment and/or bullying of one individual or group in the University community by another. All members of the University community have the right to work and study in an environment that encourages harmonious relationships; all individuals should be treated with dignity and respect so that they can fulfil their personal potential in a professional working and learning environment.

If you are being harassed or bullied, the University will offer you support and facilitate the process to ensure resolution of the problem. Please talk to someone for help and support rather than leaving your job or studies. For more information please see

https://www.st-andrews.ac.uk/students/advice/personal/beingbulliedorharassed/

11.6 Support for Caregivers

If you have care responsibilities and would like to learn what additional support is available to you to assist you during your studies at St Andrews, please contact the Advice and Support Centre, North Street, 01334 462020, theasc@st-and.ac.uk.

11.7 Relations between Staff and Students

The University promotes itself as a community where people work and/or study together. It seeks to promote harmonious relations between all members of that community, including between members of staff and students. At the same time the University regards relationships between members of staff and a student – for whom they have, or are likely to have some specific academic, professional, management or pastoral responsibility – as an important professional issue, particularly where relationships are close, intimate/or exclusive. For more information please see

https://www.st-andrews.ac.uk/staff/policy/studentadmin/

11.8 The Careers Centre

The Careers Centre exists to enable current students and graduates of St Andrews to make and successfully implement decisions about what they will do next in their lives. The Centre strives to communicate the entire range of available options and to encourage and enable individuals to identify the options which would suit them best. The Careers Centre website can be found at: http://www.st-andrews.ac.uk/careers/

11.9 Centre for Educational Enhancement and Development (CEED)

The University's Centre for Educational Enhancement and Development (CEED) can provide additional input to help students develop the skills they need for their academic studies and beyond.

There are three main ways:

1. Academic skills: You can book a 1:1 appointment with one of the CEED PhD tutors to help you improve your study skills (e.g. note-taking, time management, essay writing) or mathematics and statistics skills. Over 300 students make use of this service each year. There is also a drop-in pod for study skills in the Library every Thursday afternoon and drop-in afternoons for maths and stats appointments, but please check the CEED website for those.

2. Professional skills: CEED runs the Professional Skills Curriculum (PSC) which is a development programme open to all students. It is based around 11 key graduate skills which employers value. The skills are delivered via online workshops, lunchtime and evening lectures, and practical skills sessions. There is everything from leadership to resilience; influencing skills to public speaking; project management to networking. You are welcome to dip in and out of the programme as you wish, but if you complete a skills analysis, engage with 8 or more topics over an academic year and submit a reflective essay, you receive a certificate and your achievement is listed on your degree transcript. The PSC is endorsed by the Institute of Leadership and Management. Once you have achieved your PSC Award, you can opt to specialise in a PSC Plus award, and choose from a range of options including enterprise, IT Skills, communication, negotiation, teaching and consultancy. More details on the PSC website.

3. IT skills: as part of the PSC, CEED runs a programme of IT workshops for undergraduate students, including sessions on digital wellbeing, using apps to help you learn, and curating digital content. You also have access to the Microsoft IT Academy which offers a range of online courses, from a suite of IT programmes, which you can access and work on flexibly. You also have the opportunity to self-study and sit exams for a Microsoft Office Specialist (MOS) certificate which is a globally recognised IT qualification. Taking part in MOS is free of charge for students at St Andrews.

There is more information on the CEED webpages https://www.st-andrews.ac.uk/ceed/
or in the CEED office (Hebdomadar's Block, St Salvator's Quad).

11.10. In-sessional English Language Support Service

The In-sessional English Language Support Service offers free language support to matriculated

students who are non-native speakers of English. Support is offered in a number of forms, ranging from one-to-one tutorials to weekly workshops on writing, conversational speaking and grammar. Further information is available on the website:

https://www.st-andrews.ac.uk/international-education/

11.12. Communication/Use of Email

Your University email account is the official means of communication for the University and you are therefore reminded that you should read your emails at least every 48 hours (particularly during the academic year). You can arrange to have your University email account automatically forwarded to your personal non-University account. However you should be aware that there may be problems with this and you should check regularly to make sure the forwarding is working.

11.13. Recording Devices in Lectures

If you have a disability or some medical condition which means that you are unable to take notes in lectures, you may seek permission from Student Services to use a voice recorder or other computer-based device to record lectures and/or tutorials. If you are not authorised by Student Services to record lectures then you must request permission from the relevant academic member of staff prior to the lecture taking place. More information is available at:

https://www.st-andrews.ac.uk/staff/policy/copyright/copyrightandlecturecapture/

Guidance for Students: https://www.st-andrews.ac.uk/media/proctor/documents/lecture-capture-studentguide.pdf.

Note also that during Semester 1, according to the university's Dual Teaching model, in-person teaching activities will be accessible online via Microsoft Teams and recorded, **as far as is practical.** Unfortunately we cannot make firm guarantees about online accessibility, since it is contingent on technical conditions which cannot be precisely foreseen.

11.14. Personal Details

You are responsible for ensuring that your contact details are kept up to date. You may do this at any time during the year via your e-Vision account which can be accessed from the Current Students section of the University home page.

11.15. Tuition Fees/Student Fees

For full information on the Tuition Fees that you will be liable to pay throughout your studies go to http://www.st-andrews.ac.uk/students/money/.

Graduating in person or in absentia marks the end of your degree or diploma course of studies at the University of St Andrews. If you have been accepted onto a new degree or diploma programme at the University, the new programme is separate and distinct from the course of studies from which you are about to graduate, and you will be liable for all fees associated with that new programme.

There is no graduation ceremony for the Conversion Diploma

11.16. Purchase of Course Materials

You will be required to purchase module textbooks and coursepacks as part of your studies in Philosophy. Further details will be provided by your Module Coordinator at the start of the semester.

All coursepacks will be sold via the online shop which is available at:

https://onlineshop.st-andrews.ac.uk/

and you will collect your coursepack on presentation of your receipt from the online shop at either the Departmental Office or during your first lecture.

11.17. First Aid/Safety

A first-aid box is located in Edgecliffe Main Office, room G07. The nominated First Aiders in the building are Moira Gilruth (room G04, ext. 2484) and Audrey Horsburgh (room G09, ext. 2206). Notices are displayed detailing your exit routes and assembly points in the event of fire. All students should familiarise themselves with this information.

The School Safety Officer is Ms Audrey Horsburgh, Departmental Secretary (ach30@st-andrews.ac.uk). Any hazards or safety-related incidents should be reported to the School Safety Officer or the Departmental Office (room G09, Edgecliffe) immediately.

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

11.18. Ethical Approval

All research in all Schools of the University that involves data collection from questionnaires, interviews of, interactive investigation of, experimentation upon or demonstrations involving living human subjects, tissues and / or other samples requires formal approval from the University Teaching and Research Ethics Committee (UTREC).

It is University policy that any research involving children under 18 should be reviewed by the UTREC Child Panel and that the researcher should hold an 'Enhanced Disclosure Scotland' (EDS) certificate. The principal supervisor is responsible for ensuring that the student has received the appropriate ethical clearance from UTREC and the Child Panel prior to research commencing.

It is a requirement that any undergraduate honours or Masters dissertation or PhD thesis that requires ethical approval from UTREC has the letter or email of ethical approval bound into the appendix before submission.

11.19. Academic Flexibility for Students with Recognised Sporting Talent

There is a policy which allows allow eligible students (with the permission of the School and Sports Performance Manager) to have time off from their studies in order to participate in key sporting tournaments and competitions. Further information is available from Debby Sargent, Department of Sport and Exercise (email dls4) or see the policy

http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/sports%20flexibility.pdf

11.20. Printing and Binding

The University's Print & Design Unit is ideally set up to print and/or bind your dissertation or thesis. Please send your material in PDF format to printanddesign@st-andrews.ac.uk with a note of any pages to be printed in colour (printing is normally single-sided unless double-sided is specifically requested).

Please allow two days for printing and soft-binding or four days for printing and hard binding (soft-binding from your own prints can often be done while you wait) and make sure the version you submit is your final version.

Price lists and further information: www.st-andrews.ac.uk/printanddesign/dissertation.

N.B.: Dissertation submission is now fully electronic, i.e. you do not need to get your dissertation printed.

12. The Conversion Diploma Programme – Structure and Module Choices

12.1 Programme Structure.

Between 30 and 60 credits from Module List: PY3100, PY3200

Between 30 and 90 credits from Module List: PY4000 - PY4999 (excluding PY4698 - PY4699, PY4794) and

Between 0 and 60 credits from Module List: PY1000 - PY1999, PY2000 - PY2999, PY3000 - PY3999, PY4000 - PY4999 (excluding PY4698 - PY4699, PY4794)

A MINIMUM of 60 credits must be taken in 3000 - and 4000 - level modules, including at least one 30 credit 3000 - level and one 30 credit 4000 - level module. The remaining credits may be taken from any 1000 - to 4000 - level modules.

There will also be a Basic Logic seminar open to all. This will not be subject to formal assessment. This seminar will begin in Week Two. If you would like to sign up, please contact the Postgraduate Course Administrators (pgpafs@st-andrews.ac.uk).

The full details of all Honours modules on the Conv Dip modules available in 2020-21 are listed below. Please note that under-subscribed optional modules may be withdrawn, so it may not always be possible to accommodate late changes in your chosen modules.

12.2 Honours and Sub-Hons Modules available on the Conversion Diploma in 2020-21

SEMESTER ONE:

3000-level Module: PY3100 Reading Philosophy 1: Texts in Language, Logic, Mind, Epistemology, Metaphysics, and Science

4000-level Modules: (all 30 credits)
PY4639: Philosophy of Creativity
PY4646: Reasons for Action and Belief
PY4647: Humans, Animals, and Nature
PY4650: Philosophy, Feminism, and Gender
PY4661: Philosophy of the Climate Crisis
PY4608: Political Philosophy in the Age of Revolutions

SEMESTER TWO:

3000-level Module: PY3200 Reading Philosophy 2: Texts in Ethics, Meta-ethics, Religion, Aesthetics, and Political Philosophy

4000-level Modules: (all 30 credits)
PY4609: Philosophical Methodology
PY4634: Philosophy of Logic
PY4643: Philosophy of Law
PY4652: The Philosophy of Human Rights
PY4653: Toleration in the Early Modern Period
PY4663: Artificial Intelligence and Philosophy

Sub-Honours Modules: (All 20 credits):

SEMESTER ONE:

PY1010 Mind & World (semester 1, Lectures: Mon, Tues, Thurs, Fridays 11am-12am Online)
PY1011 Moral & Political Controversies (semester 1, Lectures: Mon, Tues, Thursdays, Fridays:
5pm-6pm On line)
PY2010: Intermediate logic: Lectures Mon, Tues, Thurs, Friday: 2-3pm Online.
PY2010: Foundations of Western Philosophy: Lectures – Mon, Tues, Thurs, Friday 3-4pm Online.

SEMESTER TWO:

PY2012 Meaning and Knowing
PY2013 Moral and Aesthetic Value
PY1012 Reasoning
PY1013 The Enlightenment

See:

https://www.st-andrews.ac.uk/media/publications/coursecatalogue/undergraduate/2019-2020/Philosophy%20Level%201000%20&%202000%20Modules.pdf

MODULE DESCRIPTIONS:

PY3100 READING PHILOSOPHY 1: TEXTS IN LANGUAGE, LOGIC, MIND, EPISTEMOLOGY, METAPHYSICS, AND SCIENCE

Credits: 30.0
Module coordinator: Walter Pedriali
Module teachers: Team Taught
Class Hours:

Group 1: Wednesday 9-11, Gateway Boardroom – Walter Pedriali
Group 2: Wednesday 11 – 1, Arts Sem 8 – Ravi Thakral
Group 3: Wednesday 11 – 1, Arts Sem 9 – Simon Prosser
Group 4: Wednesday 11 – 1, Arts Sem 3 – Alex Douglas
Group 5: Friday, 11 - 1, Arts Sem 8 – Ravi Thakral
Group 6: Wednesday 11-1, ONLINE ONLY – Patrick Greenough

Description: This module is designed to develop the philosophical skills students have acquired over their sub-Honours years, and acquaint them with key works in core areas of philosophy. The module involves close study of philosophical texts - historical and contemporary - that address a variety of topics within metaphysics, epistemology, the philosophies of logic and language, mind and science. Students will be required to carry out close study and discussion of these texts in staff-led weekly workshops, thereby furthering their skills of critical evaluation and analysis. Students will also take turns in presenting papers to the workshop, in pair-groups, which will help them to develop important communication skills and provide an opportunity for teamwork.

Assessment method: 100% continuous assessment (3 elements, including seminar presentations)

PY4639 PHILOSOPHY OF CREATIVITY
Credits: 30.0
Module coordinator and teacher: Berys Gaut (email: bng@st-andrews.ac.uk)
Class Hours:

Lecture: Tuesday, 11 – 1, ONLINE
Seminars:
Group 1: Friday, 12 – 1, ONLINE
Group 2: Friday, 1 – 2, ONLINE
Group 3: New group, tbc ONLINE

Description: This module examines some of the fundamental issues in the philosophy of creativity. Topics typically covered may include the definition of 'creativity'; the relation of creativity to imagination; the nature of the creative process; the relation of creativity to knowledge and skill; computational theories of creativity; Darwinian theories of creativity; the relation of creativity to tradition; whether creativity is a kind of virtue and its relation to moral and intellectual virtues; and whether creativity differs fundamentally between the arts and the sciences.
Assessment method: 100% continuous assessment (two equally weighted 3,500-word essays)

PY4646 REASONS FOR ACTION AND BELIEF
Credits: 30.0
Pre-requisite: PY1006 or PY1012

Module coordinator and teacher: Justin Snedegar (email: js280@st-andrews.ac.uk)
Class hours:

Lecture: Tuesday, 2 – 4, ONLINE
Seminars:
Group 1: Thursday, 10 – 11, St Marys College Lecture Room 1
Group 2: Thursday, 11 – 12, Arts Sem 8
Group 3: New group, tbc

Description: In considering what we ought to do and believe we consider what reasons we have. For example, in deciding whether I should become a vegetarian or whether I should be- lieve that climate change is occurring, I consider reasons for and against the relevant action or belief. Indeed, what I ought to do and believe seems largely determined by the reasons I have, and their relative strengths or weights. But, in some cases, it seems impossible to weigh the different reasons against each other; the reasons seem "incommensurable". For example, it is not clear how I can weigh, say, the competing demands of looking after my aging mother or committing to environmental activism when these conflict.
The course will consider what it takes to have and act on a reason, the relationship between reasons and claims about what I ought to do and believe, and how to weigh conflicting reasons. We will explore these issues from both an epistemological and a practical perspective, exploring ways in which these two domains are similar as well as ways in which they differ.
Assessment method: one essay (50%) and a take-home essay task (50%).

PY4647 HUMANS, ANIMALS, AND NATURE
Credits: 30.0
Pre-Requisite: PY1006 or PY1012
Module coordinator and teacher: Ben Sachs (email: bas7@st-andrews.ac.uk)
Class Hours:

Lecture: Monday, 1 – 3, ONLINE
Seminars:
Group 1: Thursday, 12 – 1, Arts Sem 8
Group 2: Thursday, 1 – 2, St Mary's College Lecture Room 1

Description: This module provides a basis for analysing various moral questions concerning humankind's relationship with other living things. Through the lens of three classic ethical theories, it focuses initially on how moral agents should treat higher animals. The module then shifts its focus to the relationship between animals and the state, asking whether animals should be afforded legal rights and/or citizenship, and inquiring further as to whether the state should police nature. In the last part of the course we make explicit an assumption that underlies the first two parts of the course: moral individualism—the idea that how an individual should be treated generally depends solely on that individual's intrinsic characteristics. We then go on to question

that assumption by taking up hard cases for moral individualism and by examining an Aristotelian alternative.

Assessment method: 100% continuous assessment (3 essays/essay outlines, blog entries)

PY4650 PHILOSOPHY, FEMINISM, AND GENDER
Credits: 30.0
Module coordinator: Walter Pedriali
Class Hours:

Lecture: Monday, 11 – 1, ONLINE
Seminars:
Group 1: Friday 11-12, location TBC
Group 2: Friday, 2 – 3, Arts Sem 2
Group 3: Friday, 3 – 4, Arts Sem 4
Group 4: Friday, 4 – 5, Arts Sem 3

Description: Without question, some of the most exciting philosophical work being done today takes place within feminist and gender studies philosophy. This module will introduce you to some of the key concepts, topics and methodologies in both areas. A substantial part of the module will be devoted to feminist and gender ethics. Questions to be addressed will include: what is gender? What might it mean to claim that reason, rationality or knowledge is gendered? Or that language is gendered? How is gender relevant to ethical concerns? In considering such issues, we will pay attention to the ways in which gender interacts with other factors, such as race and social class.

Assessment method: 100% continuous assessment (2 equally weighted essays)

PY4661 PHILOSOPHY OF THE CLIMATE CRISIS
Credits: 30.0
Module coordinator and teacher: Derek Ball (email: db71@st-andrews.ac.uk)
Class Hours:

Lecture: Monday, 9 – 11, ONLINE
Seminars:
Group 1: Friday, 9 – 10, Buchanan Lecture Theatre
Group 2: Friday, 10 – 11, Buchanan Lecture Theatre
Group 3: Friday, 11 – 12, Byre Studio Theatre

Description: Climate science tells us that the planet is heating. This module will focus on philosophical issues about how we should think and act given this fact. Topics to be discussed may include: How should we understand the models used to make these predictions, and how should we understand models and predictions in science generally? How can we make rational decisions in the face of an uncertain future? How should we think and talk about the climate crisis,

and why might our concepts or the language that we use matter? What are our ethical responsibilities with respect to the climate, including our responsibilities to future people? How should we think about the value of human lives and of the natural world itself? How should we think about groups and their responsibilities? What obligations and responsibilities are associated with political protest?
Assessment method: 100% continuous assessment

PY3200 READING PHILOSOPHY 2: TEXTS IN ETHICS, META-ETHICS, RELIGION, AESTHETICS AND POLITICAL PHILOSOPHY (Core module)
Credits: 30.0
Module coordinator: to be confirmed
Module teachers: Team Taught
Class Hour: Choice of 2-hour groups to sign up to (plus autonomous learning group time to be arranged)

Description: This module is designed to develop the philosophical skills students have acquired over their sub-Honours years, and acquaint them with key works in core areas of philosophy. The module involves close study of philosophical texts - historical and contemporary - that address a variety of topics within ethics, metaethics, aesthetics, philosophy of religion and political philosophy. Students will be required to carry out close study and discussion of these texts in staff-led weekly workshops, thereby furthering their skills of critical evaluation and analysis. Students will also take turns in presenting papers to the workshop, in pair-groups, which will help them to develop important communication skills and provide an opportunity for teamwork.
Assessment method: 100% continuous assessment (3 elements, including seminar presentations)

PY4609 PHILOSOPHICAL METHODOLOGY
Credits: 30.0
Module coordinator and teacher: Jessica Brown (email: jab30@st-andrews.ac.uk)
Class Hour: TBA (1 x 2-hr lecture, 1 x 1-hr seminar per week)

Description: Philosophical theories are often motivated by common-sense intuitions about what we know, how we think, or what we ought to do. But what are these intuitions, and why do they play a special role in philosophy? Why should a correct philosophical theory of knowledge, for example, respect our intuitive judgements about what we do or do not know? Do our intuitions depend upon our cultural background? This module will examine the role of intuitions in philosophy, discuss rival accounts of intuition, and consider whether, as philosophers, we have any alternative to relying on intuitions.
Assessment method: 100% continuous assessment (2 essays, each 50%)

PY4634 PHILOSOPHY OF LOGIC

Credits: 30.0

Module coordinator and teacher: Aaron Cotnoir (email: ac117@st-andrews.ac.uk)

Class Hour: TBA (1 x 2-hr lecture, 1 x 1-hr seminar per week)

Description: The module covers philosophical issues that arise in connection with the foundation of logic. These include questions like:What is the correct logic, and how would we know?; questions about how to understand what truth is, and paradoxes that arise from trying to provide a consistent account of truth; questions about how to handle vagueness in a logical system; and questions about the nature of possibility and necessity.

Assessment method: 100% continuous assessment

PY4643 PHILOSOPHY OF LAW

Credits: 30.0

Module coordinator and teacher: Walter Pedriali

Class Hour: TBA

Description: The core text in the module is HLA Hart's The Concept of Law. We'll use themes from that book to discuss key topics in contemporary philosophy of law. In the first part of the module, we shall examine the foundations of modern philosophy of law. In the second part, we shall instead explore cutting-edge issues in environmental law, post-9/11 international law, gender studies, and post-colonial thinking about the law.

Assessment method: 100% continuous assessment

PY4652 PHILOSOPHY OF HUMAN RIGHTS

Credits: 30.0

Module coordinator and teacher: Elizabeth Ashford (email: ea10@st-andrews.ac.uk)

Class Hour: TBA (1 x 2-hr lecture, 1 x 1-hr seminar per week)

Description: We will explore cutting-edge research on the nature, content, and justification of human rights. We begin by examining the origins of human rights and the implications this has for the philosophical understanding thereof (focusing in particular on anti-slavery courts and on the 1948 Universal Declaration of Human Rights). We explore current debates by political philosophers and international legal theorists over how we should properly conceive of human rights, the relationship between their status as moral and legal norms, and the nature of human dignity, to which the major human rights declarations appeal. The module also examines the significance of the fact that human rights are rights, as well as considering critical perspectives on the human rights movement.

Assessment method: 100% continuous assessment

PY4653 TOLERATION IN THE EARLY MODERN PERIOD
Credits: 30.0
Module coordinator: Alex Douglas (email: axd@st-andrews.ac.uk)
Class Hour: TBA (1 x 2-hr lecture, 1 x 1-hr seminar per week)

Description: This module offers an in-depth study of the theory and practice of religious toleration in the Early Modern Period (16th & 17th centuries). The module covers classic texts, such as Locke's Letter Concerning Toleration, but also spends a good deal of time exploring the thought of lesser-known figures: Pierre Bayle, Sebastian Castellio, Jean Bodin, etc. The main purpose of the course is to try to understand the variety of arguments offered both for and against religious tolerance in the Early Modern Period, the historical background or context informing these arguments, and the relationship between these arguments and the actual practice of religious tolerance or intolerance.
Assessment method: 100% continuous assessment

PY4663 ARTIFICIAL INTELLIGENCE AND PHILOSOPHY
Credits: 30.0
Module coordinator and teacher: Kevin Scharp (email: ks70@st-andrews.ac.uk)
Class Hour: TBA (1 x 2-hr lecture, 1 x 1-hr seminar per week, or vice versa)
Description: Artificial Intelligence is a huge factor in all our lives today, and it has many significant philosophical implications. We begin by investigating strands of artificial intelligence, including machine learning. Students take Google's Machine Learning Crash Course as part of gaining expertise and understanding of AI. The major philosophical issues associated with AI are surveyed, including explainable algorithms, the ethics of robots, self-driving cars, and autonomous weapons, and how to control superintelligence. In addition, we investigate ways of using artificial intelligence in philosophy to investigate philosophical topics, test philosophical theses, and generate philosophical arguments.
Assessment method: 100% continuous assessment

PY4608 Political Philosophy in the Age of Revolutions
Credits: 30.
Module Co-ordinator: Prof James Harris

Lecture:

Tuesday, 9 – 11, ONLINE

Seminars:

Group 1: Thursday, 1 – 2, Psychology Old Library
Group 2: Thursday, 2 – 3, Psychology Old Library
Group 3: Further Group.

13. Advising and More.

13.1 Advising

All students must complete the academic advising process, in each academic year in which they are actively engaged in their programme of studies. This requires meeting their Adviser of Studies in person (or on Teams).

Students are fully expected to complete the academic advising process by the advertised advising deadline of Wednesday of Orientation Week or the semester two equivalent.

Students failing to do so are at risk of serious detriment to their studies, and may be denied access to some modules.
Entrant students who have not completed academic advising by Monday of the third week of semester will be required to re-apply through the normal Admissions route.

Returning students who have not completed academic advising by Monday of the third week of semester will be placed on compulsory Leave of Absence for at least one semester.

Further information available at
https://www.st-andrews.ac.uk/students/academic/academic-advising/glossary/failure-to-complete-academic-advising/

13.2 Re-advising/Changing Modules

Students are ordinarily allowed to change modules only during the first week of each semester. After the first week your Adviser of Studies or Programme Coordinator must place a special request, on your behalf, to the appropriate Pro-Dean. No matter what level of module you are studying, you must contact your Adviser of Studies or Programme Coordinator to obtain the necessary approval for any change.

You must not, in any circumstances, enrol yourself into a new module or simply start attending the classes for a new module, at any level, without being officially re-advised. Advising is one of the primary means by which your academic record is maintained and exam schedules are produced, and unless you ensure that this is kept up to date you may find you will not receive the credit for the modules you have taken or that you have a clash in your exam timetable.

13.3 Module Confirmation

Following Re-Advising students have a two week period to check and confirm that their module choices are correct. Students will be contacted in Week 3 of each semester with details of how to complete this requirement.

13.4 Withdrawal from a Module

If you wish to withdraw from a module after the first week of a semester, you should discuss the matter with your Adviser of Studies who will then contact the Pro Dean (Advising) to seek the appropriate approval.

13.5 Withdrawal from Studies

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

13.6 Location of Studies

All students are expected to reside at a term address within a commutable distance from St Andrews during their study unless they have formal permission from the University of St Andrews for their study location to be outside St Andrews. This permission can be granted for academic purposes: for example, to conduct essential research. This permission can also exceptionally be granted for non-academic purposes at Undergraduate or at Taught Postgraduate level with the support of the School and with agreed mechanisms in place for continued academic support. The relevant Pro-Dean can be involved when the request is complex or when the School refers a case to the Registry Officer.

The University has a duty of care to all students and therefore must be able to contact all students at any point during their programme of study. In addition, the University must hold the current address for all students as well as an historic trail of previous addresses. It is also expected that students can readily access academic advice throughout academic study and that agreed mechanisms are in place to support this.

For students requiring a visa to study in the UK, the Home Office has introduced regulations also requiring Tier 4 Sponsors to hold the latest address of study for students as well as an historic trail of previous addresses. The University must be able to show that the address we hold for a student, who has leave to remain in the UK on a Tier 4 licence, is accurate and that where students are not resident in St Andrews in term-time, they have permission to be outwith St Andrews. We must also

demonstrate that students can engage appropriately with their studies at this location.

The University defines "commutable distance from St Andrews" as a distance from St Andrews permitting students to attend the University during core working hours on a daily basis if required to do so. This is usually understood to be within 75 miles of St Andrews.

For more detailed information please read the University policy on Location of Studies which can be found at

https://www.st-andrews.ac.uk/policy/academic-policies-learning-and-teaching-location-of-studies/location-of-studies.pdf

To request a Change of Location: https://www.st-andrews.ac.uk/students/advice/academic/changelocation/

13.6 Leave of Absence

The term 'Leave of Absence' is used to denote a period of time where the University permits a student to disengage with their studies and return at a later date. Where a student is granted Leave of Absence during a semester, any progress in all modules within that semester will be removed from the student's record and replaced with an indication that Leave of Absence was taken.

Leave of Absence can be applied for by a student but is not a guaranteed right, and falls within the scope of Senate regulations.

The granting of Leave of Absence may also alter the student's circumstances in such a way that non-University legislation and policy are affected (such as funding body requirements, visa regulations and council tax liability). It is the student's responsibility to ensure that they make themselves aware of the implications, and meet any additional requirements that a change of circumstances may impose upon them. While the University cannot guarantee that the same programme of study will still be available following a Leave of Absence period, the University keeps a note of students on leave and will ensure when making such changes that there are acceptable pathways available for completion.

A student may apply to the Registry Officer (Student Support) for a Leave of Absence in any semester where exceptional circumstances have affected, are currently affecting, or will affect the ability of the student to engage with their studies. For more detailed information please read the University policy on Leave of Absence which can be found at
https://www.st-andrews.ac.uk/students/advice/academic/loa/

Failure to matriculate

Monday of week 4 by 9:00am is established as the hard deadline for being present in St Andrews and completing matriculation. The policy can be found at:
https://www.st-andrews.ac.uk/students/rules/matriculation/failuretoregisterpolicy/

14. Managing Your Studies

Students must complete 100% of a module's assessment (i.e. all of the coursework, and the examination) in order to gain credit for that module. Anything less than 100% completion, without good reason, will lead to a grade of OX.

Furthermore, at sub-Honours level students must gain passes in both elements (coursework and exam) in order to pass the module overall.

At Honours level there is no requirement for a student to pass both elements of assessment in order to pass the module overall, and the majority of modules are assessed by coursework only.

14.1 Coursework

Details of topics, length requirements and due dates for assessed written coursework will be provided by staff teaching the modules. All written coursework is to be submitted electronically, via the Module Management System (MMS). Full instructions for how to submit your work via MMS can be found on the Philosophy webpages – look under "Study Resources".

It is each student's responsibility to ensure that coursework documents are uploaded successfully and on time. Corrupted or unreadable files will be given a mark of zero.

Coursework should be word-processed, double-spaced (exceptions may apply to logic exercises requiring use of symbols).

Coursework is marked anonymously, and so submitted work should be identified only by your matriculation number. Do not put your name anywhere on your coursework. On the first page of your coursework, you should include: your matriculation number, the module name and number, your tutor's name, the title of the essay/exercise, and the following statement:

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

You must attach a bibliography of all your sources to each essay; all quotations from and paraphrase of other work must be clearly acknowledged. (See below, regarding academic misconduct, and regarding referencing).

14.2 Penalties for Work of Incorrect Length

The word-lengths specified for each essay include everything except the bibliography (i.e., the word-count includes footnotes, quotes, etc.) This goes for dissertations and essays, at all levels. Do not exceed the word limit.

You must include a word count on the first page of your essay.

Where the word limit is exceeded, the following penalty will be applied: 1 mark for work that is over- length to any extent, then a further 1 mark per additional 5% over.

This is penalty scheme C. For more details please refer to the University policy at https://www.st-andrews.ac.uk/policy/academic-policies-assessment-examination-and-award-coursework-penalties/coursework_penalties.pdf

Schools are required to publish deadlines (date and time) for the submission of assessed work as well as the penalties to be applied for work that is submitted late. The penalty scheme is chosen according to the nature of the module and the particular assignment.

See: https://www.st-andrews.ac.uk/policy/academic-policies-assessment-examination-and-award-coursework-penalties/coursework_penalties.pdf

14.3 Late Work and Extensions to Deadlines

Philosophy will generally apply lateness penalty A, any exceptions to this will be clearly noted in module guides. Lateness penalty A will deduct 1 mark per day, or part thereof. For more details please refer to the University policy at:

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

These penalties are automatically applied by the MMS system, and heavy penalties can reduce a pass mark all the way down to a fail, or even zero. Note also that if your work is not submitted by the final coursework cut-off deadlines shown at the foot of this section, you will fail the module.

NB: In the context of electronic submission of assessed work, every day of the week will be considered as counting towards a late penalty. This rule will apply to all holidays (public and University) and includes weekends, with Saturday and Sunday each counting as one day.

If you have a VERY good reason for not meeting the set deadline, an extension may be granted in advance. At sub-Honours, extensions of up to 3 working days may be granted by your tutors; longer extensions can be obtained only from the Sub-Honours Coordinator. At Honours, extensions of up to one week (seven days) may be granted by the Module Coordinator; any longer extensions must be approved by the Director of Teaching.

All students requiring extensions must complete an 'Essay Extension Form', available from the Undergraduate Course Administrator, and attach any appropriate documentation. This form must then be submitted (either on paper or via email) to the Undergraduate Course Administrator – otherwise, the extension may not be logged into the MMS system, resulting in penalties still being automatically applied.

Note that no extension may be given beyond the final cut-off deadlines for coursework, given below. In any such case, students should apply for Deferred Assessment.

Final coursework cut-off deadline, for sub-Honours modules PY1010-PY1013 and PY2010-PY2013: 4pm on the Friday immediately before the exam diet commences, in the relevant semester.

Final coursework cut-off deadline, for Hons modules and exam-less sub-Hons modules (evening degree, distance-learning modules): 4pm on the last day of the exam diet, in the relevant semester.

No coursework will be accepted beyond these deadlines, and failure to submit coursework by these deadlines will lead to failure of the module (unless a request for deferred assessment has been made and granted – see 10.4).

Schools are required to publish deadlines (date and time) for the submission of assessed work as well as the penalties to be applied for work that is submitted late. The penalty scheme is chosen according to the nature of the module and the particular assignment.

See: https://www.st-andrews.ac.uk/policy/academic-policies-assessment-examination-and-award-coursework-penalties/coursework_penalties.pdf

14.4 Examinations – Timetables, Rules, Resits

Students are required to make themselves available in St Andrews for the full duration of the December and May Examination Diets, dates of which are detailed at https://www.st-andrews.ac.uk/semester-dates/

The dates for 2020/21 are:

S1 Exam Diet: Saturday, 5 December – Friday 18 December 2020

S2 Exam Diet: Saturday, 8 May – Friday, 21 May 2021

Poor scheduling on a student's part will not be acceptable as a valid excuse for missing an examination. You should be aware that you should be present up until the last day of the semester.

14.5 Registration for Degree Examinations

All matriculated students are entered automatically for the December and May degree examination diets.

14.6 Reassessment Registration

If you are offered the opportunity to take resit examinations and/or deferred assessments at the August (Reassessment) Diet you must register individually in advance for the diet, via the online registration facility. In late June, you will be notified directly by email when this is

available. All registrations must be submitted by the annually advised deadline in August. Registrations will not be confirmed until the appropriate re-sit fee has been paid in full. Failure to register fully by the due date may mean that you will not be able to sit your examination in the diet.

Where the examination is a reassessment, there is a fee payable at the time of registration. Similarly, those students who are out of time or whose studies have been terminated but who have been given permission by the relevant Faculty to sit only the examination in a particular semester must also register individually for the diet in question and pay the appropriate fee. Students sitting deferred examinations must also register in advance, but will not be liable for a fee.

Module Handbooks and the University Course Catalogues contain details of the percentage of the final module mark that will be derived from the formal examinations. Information on the University's examination processes may be found at:

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

14.7 Examination Timetables

The confirmed degree Examination Timetable is published for each examination diet no later than Week 6 of Semester 1 and Week 7 of Semester 2. You are reminded of the importance of checking the timetable carefully. Whilst every effort is made by Schools and Registry to prevent timetable clashes, they can on occasion occur. Where such a clash is identified, students should in the first instance alert the University Examinations Office (examoff@st-andrews.ac.uk) as a matter of urgency.

Students are strongly advised not to make any travel or other arrangements for the period of the examinations until the timetable has been published. The Degree Examination Timetable for the August Reassessment diet is published in July of each year and students are expected to attend in St Andrews for any examinations scheduled during this diet.

All Examination Timetables are published via the web only at

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

Individual Personal Student Examination Timetables for the December and May diets only can also be downloaded from this webpage.

14.8 Feedback to Students on Examinations

An informal drop-in session will be held in Edgecliffe during the first three weeks of the semester to allow students to view their examination scripts from the previous diet. Further details of this session will be advertised to students at the start of each semester. (How this will happen under COVID restrictions is currently under discussion.)

If you wish to receive detailed feedback from a member of academic staff on an examination script, you should contact the appropriate module coordinator to arrange a suitable time. No fee is charged for this type of feedback, but you should request this within the first three weeks of the semester following the exam diet.

Students are however also entitled to request a hard copy of any of their own completed examination scripts. If a photocopy of the script is required for personal reference, please contact the Undergraduate Course Administrator (philosophy@st-andrews.ac.uk) and on payment of a fee of £10 per examination script a photocopy will be provided to you within five working days. Such requests should be made by the end of Week 3 of the semester that follows the examination diet.

14.9 Legibility of 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

14.10 Deferred Assessment

Deferred assessment must be clearly distinguished from Reassessment (see 10.5 below). Where a student has provided good reasons to justify their failure to complete the work of the module (whether the continuous assessment or the examination, or both), they can be offered deferred assessment. This will be decided by the Special Circumstances Sub-Committee of the Philosophy Undergraduate Board of Examiners which meets at the end of the semester after the examinations.

Requests for deferred assessment must be made to the Departmental Examinations Officer in advance of or as soon as practically possible after the published completion or examination date.

The deferral of assessments is not appropriate for minor ailments or permanent or long- term conditions that are under medical control. Students with prolonged chronic illness or disabilities should instead contact Student Services for advice in advance of any assessment submission date or published examination diet.

All requests for deferred assessments must be submitted to the School and supported by appropriate written evidence such as a letter from Student Services, letter from the police or evidence from a member of staff who was alerted to the circumstances at the time. Self-certificates alone for examinations and class tests will not be accepted. Schools can choose to accept the reasons given by the student for missing the examination or class test, or can refer

the student to Advice and Support Centre who will in turn advise the School accordingly. The primary reason for granting deferrals are medical conditions that affect students for a substantial proportion of the time that would be expected to be expended on complete of the assessment. Deferred assessment on non-medical grounds will be approved only for serious personal reasons such as bereavement of a close relative or illness of dependents. Attendance at interviews or assessment centres and travel arrangements are not sufficient grounds for deferral of an examination or test.

Students who have not requested a deferred assessment in advance of the published completion date or examination date without good reason will not have the request approved.

Students will be informed of the decision to grant deferred assessment by email from the Undergraduate Course Administrator following the sub-committee meeting.

NB: In a change to previous policy, deferred assessment will now normally be of the same type as the original assessment. Thus, deferred assessment for an item of coursework, such as an essay, will consist of a requirement to write one or more essays; deferred assessment for an exam will consist of a separate exam paper, to be sat either during the same exam diet as the missed exam, or during the next diet.

The policy on deferred assessments can be found at

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

15 Reassessment

15.1 Sub-Honours

Reassessment for sub-Honours modules takes the form of a resit examination during the Resit Diet (usually held in mid-August). A resit examination covers the whole work of the module (unlike the original examination): for 20-credit modules, it is a 3-hour examination. Students may repeat work from their continuous assessment work or

earlier examination (though, if this work was of fail standard, it is advisable to improve on it), but they should not repeat material between questions on the resit.

15.2 Honours

Regulations 36-38 (see the Course Catalogue) govern reassessment for Honours modules. The highest mark which can be awarded for a reassessed Honours module is 7 – which must be gained at the first attempt at reassessment – and this will be factored into your degree result.

Reassessment for Honours modules takes the form of a requirement to submit one or more essays covering the entire work of the module. The guidelines presently used by the Module Board are:

Fail grades: one or more essays of a total of 7,000 words per module (or a suitable equivalent in the case of formal logic), questions to be set by module co-ordinators, to be submitted by 1 August 2019 via email to philosophy@st-andrews.ac.uk.

For all semester 1 modules, final-year students given reassessment will be informed that they must submit by the day before the start of the May examination diet if they wish to be able to graduate in the summer degree ceremony (they may choose to submit by 1 August 2019 if they do not mind delaying graduation).

16. Special Circumstances – 'S' Code

S-coding is the method the University uses to recognise that special circumstances have affected most or all of the work of a module. It provides a mechanism for some adversely affected grades to be excluded from degree classification. Further information on S-coding can be found at: https://www.st-andrews.ac.uk/policy/Academic-policies-Assessment-examination-and-award/assessment-policies-and-procedures.pdf.

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

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

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

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

Further information on the University's Policy and Procedures on Special Circumstances may be obtained from https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/APP.pdf

17. Advice on Writing a Philosophy Essay

17.1 What Sort of Thing is Expected?

Writing assessed essays offers you the opportunity to show your comprehension of some of the material covered in the module, and to demonstrate your own philosophical skills. We will be delighted if you can surprise us with new insights and arguments, but a student essay can be very good without being very original. Your primary aim should be to show sound understanding of the issues raised in the question, and to engage critically with the views and arguments of others who have addressed them. Such understanding and engagement is shown partly by structuring your essay clearly and by explaining the views and arguments of others (past philosophers, authors, lecturers) in your own words. If you make quotations, keep them short, and always acknowledge the source. It is not required that you commit yourself unreservedly to one point of view. If your exposition is accurate, you should get at least a second class grade (between 11 and 16). But you may do better if you go on to "chance your arm" a bit, and say where and why you disagree with certain views or arguments, or offer suggestions of your own. We encourage you to think for yourself; you do not have to agree with the views of your lecturer, your tutor, or current orthodoxy – we mark your work more for clarity of understanding and cogency of argument than for the views expressed in it.

17.2 Preparation

Read the material suggested by your lecturers and tutors, as well as your lecture notes on the topic, if any. If you are not sure what to read, ask for advice. Don't try to read too much; it is much more effective to read a few items carefully (assuming that they are the right ones!) than it is to skim over many. If the question is about a particular philosophical text, concentrate on reading that text, rather than secondary literature. Remember that the reading should be a stimulus to your own thought; don't produce an essay that merely summarises what you have read. Allow yourself time to think about the topic you have been asked to write on and the reading you have done, and to plan your essay.

17.3 Writing

Make sure that you address the question set. If you are asked to discuss a particular one of Kant's formulations of the "Categorical Imperative", for example, don't waste time and space summarising all the other formulations. Clarity is of the first importance. Make sure that you understand what you are writing, and that your reader can do so too. Explain all technical

terms (use some of the many dictionaries and encyclopaedias of philosophy to check on their meaning, if you're unsure). It greatly helps to give concrete examples of the application of abstract concepts and theories – and preferably to give your own examples, rather than merely repeating those given in lectures and/or books. If you do not understand what you are saying, and are unable to explain it or illustrate it with examples, you will run into trouble. (It is sometimes legitimate to say that you do not understand a particular philosophical theory or argument, provided that you can give a reason – such as "He seems to ignore the possibility that ..." or "I cannot see how this theory can avoid the objection that ...". This involves not blank incomprehension, but the comprehension of difficulties.)

17.4 Structure

You must have a plan. Make one before you start writing your main draft, but be prepared to change it – second thoughts are often better. Begin by saying what you are going to do – the Introduction; do it – the Middle Bit; summarise what you have done – the Conclusion. Of course, it's the Middle Bit that matters. Make the structure clear: divide your essay into sections, perhaps giving them headings and sub-heading; use paragraphs appropriately; consider numbering your points; use "signpost" phrases such as "First, I shall consider ..." and "I shall now go on to discuss..." to make clear to the reader what you are doing and where you are going. Show a sense of proportion – for example, in giving your objections to a particular view, it will usually be best to deal with the least important objections first, to clear them out of the way quickly, and then to discuss the main objections in more detail.

17.5 Content

Argument is of prime importance. In this context, "argument" means any form of rational persuasion, including formally set out deductions as in logic, but also the pointing out of inconsistencies, vagueness, ambiguities, concealed presuppositions, false or dubious factual claims, and so on. There is limited scope for non-rational forms of persuasion in a philosophy essay – rhetorical flourishes or quotations from poetry may be ornaments to style, but your main concern in the essay must be with the giving of reasons. Mere statement of opinion, or of the views and arguments of others, is not enough: opinions, views and arguments must be discussed. In short: substantiate your opinions; give arguments for your views. It is sometimes said that one should always define one's terms, but this is not always possible. Sometimes it is: for example, if the question is "Is functionalism correct?", you would do well to begin by defining the term "functionalism" as it is used in the relevant context. But often in philosophy there are no very technical terms involved, and the focus is on the puzzling nature of very familiar concepts. Here attempts at definition may be unhelpful if not impossible: for example, if the question is "Does the past still exist?", it will almost certainly be hopeless to begin by trying to define what "past" and "exist" mean. However, it will be relevant to examine what we mean when we say that certain sorts of things exist, or are now past. An uncontroversial initial definition is often impossible, but what you can seek is conceptual clarification or

elucidation – a clear overview of the basic concepts involved and how they relate to one another.

When you put forward a view for discussion, it will often help to contrast it with something else: for example, in saying what determinism is, give some account of the alternative: indeterminism, randomness, or whatever it is in the relevant context. Avoid the following like the plague: irrelevance (especially answering a question different from the one set); waffle (don't think that, just because a philosophical question is posed in ordinary language, you can deal with it adequately "off the top of your head" without having learnt from the module and relevant reading); plagiarism (always acknowledge your sources, in footnotes and, in a bibliography listing all the works you have consulted in writing it).

17.6 Referencing

17.6.1 What to reference

In writing an essay, you will often appeal to ideas, arguments, and criticisms from source materials you have read. Whenever you do so, you MUST cite the source text. This does not only apply to direct quotations, but also to any idea or claim taken from another source that you paraphrase into your own words. Basically, if reading a source text has in any way contributed to the ideas you express in your essay, then you must give credit to the authors of that text.

References to source materials are important. They allow your reader to locate and explore the sources you consulted, and they also demonstrate the range of your reading, provide evidence for your claims and add credibility to your work. But remember that in writing an essay your own voice should come through: you should avoid long quotations, and summarise in your own words where you can (but still with a clear acknowledgement). Also, always try to show what you think of the source author's view – you do not have to agree with what the "expert" source says, or leave its author with the last word.

Any use of a source MUST ALWAYS be acknowledged in order to avoid any suggestion of plagiarism (see the advice on Good Academic Practice in section 12, below). It is NOT enough merely to acknowledge in your final bibliography the sources used. Whether you are quoting extracts from texts verbatim or paraphrasing the claims or arguments of the writer, you must acknowledge this in the body of the essay through the use of footnotes or endnotes. Some advice on referencing conventions is provided below, and the library also holds different reference style guides available for consultation. You should take care to use one style consistently throughout your essay. If in doubt, check with your tutor.

When planning and drafting your essay, please remember that in taking notes from a secondary source you should always take care to distinguish clearly between your own commentary and any text that you copy, so that you do not later mix these up. It is a good idea to head the piece of paper that you are writing on when you begin your reading and

note-taking with the full details of the book (author, title, place of publication, publisher, date of publication), and then note the page numbers of each quotation or paraphrase from the book.

17.6.2 Referencing conventions

There are a number of different referencing styles used by academics (MLA style, Chicago style, Harvard style, and so on), and you are free to adopt any of these, provided you use one style consistently in any given piece of work. In the brief guidelines given below, the examples follow MHRA style (a 'footnote' style). You can find a full copy of the MHRA style guide, which can be downloaded, online at:

http://www.mhra.org.uk/Publications/Books/StyleGuide/index.html

The first time you quote or paraphrase from a source, give its full reference in a footnote or endnote. Subsequent references to the same text can be given in a shortened form.

For books:

Philippa Foot, Virtues and Vices (Oxford: Blackwell, 1978), p 156.

Tim Crane and Katalin Farkas (eds.), Metaphysics: A Guide and Anthology (Oxford University Press, 2004), pp. 65-67.

i.e. author (or editor) name; title of book; place of publication & publisher and date of publication, in parentheses; page number(s) for particular reference. A subsequent reference to the same text could be shortened, for example: Crane and Farkas, Metaphysics, p. 146.

For chapters or articles within books:

Jonathan Dancy, 'An Ethic of Prima Facie Duties', in A Companion to Ethics, ed. by

Peter Singer (Oxford: Blackwell, 1991), pp. 219-229 (p. 221).

i.e. author name; title of chapter/article in inverted commas; title of book; editor name; place of publication & publisher and date of publication, in parentheses; first and last page numbers of the chapter/article; page number, in parentheses, of the particular reference. Subsequent references can take a shorter form, for example: Dancy, 'Prima Facie Duties', p. 227.

For articles in journals:

E. J. Lowe, 'The Truth about Counterfactuals', The Philosophical Quarterly, 45 (1995),

45-59 (p. 52).

i.e. author name; title of article in inverted commas; title of journal; volume number; year of publication; first and last page numbers of article, not preceeded by 'pp.'; page number, in parentheses and preceeded by 'p.' or 'pp.', of the particular reference. Subsequent references can take a shorter form.

For online sources:

In general, references to online sources should try to follow the style used for printed

publications. Information should be given in the following order:

author name; title of item; title of complete work/resource; publication details (volume, issue, date); full address (Universal Resource Locator (URL)) or DOI of the resource (in angle brackets); date at which the resource was consulted (in square brackets);

location of particular reference (in parentheses).

Example from an online journal article:

John T. Roberts, 'Some Laws of Nature are Metaphysically Contingent', Australasian Journal of Philosophy, 88.3 (2010) http://www.informaworld.com/10.1080/00048400903159016 [accessed 28 September 2010] (paragraph 3 of 17)

Example from an online encyclopaedia:

Kent Bach, 'Performatives', in Routledge Encyclopedia of Philosophy http://www.rep.routledge.com [accessed 3 October 2001]

Guidance for referencing other kinds of sources (newspaper articles, films, etc.) should be sought from the style guide in question.

In addition to referencing, you must also provide a full bibliography, at the end of your essay, of all works cited. The bibliography should be arranged alphabetically by author surname, and page numbers for the particular references (given in your footnotes) should not be included here.

17.7 Finally

It is very important to leave yourself enough time to write a good essay. An essay started the day before it is due to be submitted will not do you justice! Allow yourself enough time to write at least two drafts, and to read over the first carefully before beginning the second. Don't forget to proof-read the final draft: an essay full of spelling mistakes and typos is a sure sign of one that has been hastily and carelessly prepared.

18. Good Academic Practice (avoiding 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.

The University's Good Academic Practice Policy covers the behaviour of both undergraduate and postgraduate students and can be found at: http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf

All students are strongly advised to familiarise themselves with this policy. It is each student's responsibility to be aware of what constitutes academic misconduct, and to ensure they avoid this. Some major areas of academic misconduct are: plagiarism; false citation; aiding and abetting; falsification of data; multiple submissions; cheating in exams and contract cheating.

Students are also encouraged to read the Good Academic Practice Guide for Students which can be found at: https://www.st-andrews.ac.uk/media/teaching-and-learning/documents/gap_guide_for_students.pdf

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

19. Attendance

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in failure to receive credit for that module. Please ensure that you are familiar with the 'Academic Alert' policy as stated elsewhere in this handbook (see section 14 below). Attendance at lectures, tutorials and seminars is required.

In sub-Honours modules, a record of attendance will be kept at each tutorial/seminar. If you have three or more unauthorised absences from tutorial/seminar meetings, you may fail that module with a grade of 0X (i.e. only two unauthorised absences will be condoned).

In Honours modules, a record of attendance will be kept at all scheduled classes (lectures AND seminars). If you have three or more unauthorised absences from any scheduled class, you may fail that module with a grade of 0X (i.e. only two unauthorised absences will be condoned).

Whether an absence counts as authorised or unauthorised depends upon the reason for absence, so it is important you self-certificate your absences (see below, 13.1). The self-certificate will be read by staff, who will determine whether the absence is to be authorised or not.

A grade of 0X does not permit reassessment. At Honours, a grade of 0X for a module means that a zero grade will be factored into your degree classification.

20. Absence from Classes

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

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

Completion of a Self Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the United Kingdom Border Agency any student who fails to enrol on a module or programme of study, or who fails to attend, or who discontinues their studies.

21. Absence from Examinations

Absence from Examinations due to illness or any other unavoidable reason should be reported by submitting a Self Certificate of Absence form (through e-Vision) or through MySaint as soon as you are able to do so, preferably before the examination is due to take place and in any case no later than 3 days after the examination. You must contact the School responsible for the module being examined in order to request alternative arrangements, which are at the discretion of the School. You are only required to notify the University Examinations Officer if there is a problem submitting the self-certificate.

Contact:

Examinations Officer

The Old Burgh School, Abbey Walk Telephone: 01334 464100

Email: examoff@st-andrews.ac.uk

22. Medical/Personal Difficulties Impacting on Academic Work

If you have medical problems or other personal difficulties affecting your work you should make an appointment to speak to an Adviser at Student Services. They will, at their discretion, send a memo, in confidence, to the Director of the Conversion Diploma and the Postgraduate Course Administrator to explain the problem.

23. Academic Alerts

Academic Alerts are a way of helping students who are having trouble coping with their studies; such as missing deadlines for handing in work, or missing compulsory tutorials.

The aim of the Alert system is to help students by flagging up problems before they seriously affect students' grades. Academic Alerts will be issued by email from either the

Director of the MLitt, Module Co-ordinator or Postgraduate Course Administrator and will tell students what is wrong and what they are required to do (e.g. attend classes in future).

The Alerts will also tell students what support the University can offer. If students do not take the action required they will get another Alert, and eventually will automatically get a grade of zero and will fail that module.

The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student's permanent transcript. For more information on Academic Alerts and details on how the categories work, see:
https://www.st-andrews.ac.uk/students/academic/academic-advising/glossary/academic-alert/
Guidance for students is available at:
http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AlertsStudentGuide.pdf

In the context of the SASP programme, students should note that the compulsory module elements are: Full attendance at all scheduled classes, including all lectures and tutorials; submission of all coursework. Failure to satisfy these compulsory elements will lead to failure of the module (0X).

As specified in Senate Regulations, a student may have their studies at the University terminated, and be required to leave the University, if their academic performance is unsatisfactory over an extended period. Termination of studies is considered a last resort, and is normally only applied in cases where it is no longer possible for a student to complete

their programme within that programme's specified time limits, or where a student's performance has not improved sufficiently following an earlier intervention.

For full details see:

https://www.st-andrews.ac.uk/policy/academic-policies-student-progression-early-academic-intervention/early-academic-intervention.pdf

24. Termination of Studies on Academic Grounds

If your academic performance is unsatisfactory, i.e. you have gained insufficient credits to progress to the next stage of your degree programme or breached conditions of your probation, your studies may be terminated. You will then be notified by the Pro Dean (Advising) that your studies are terminated and you will have five working days to appeal this decision using the appropriate form. This should be supported by documentary evidence specifying the reasons for your unsatisfactory performance. If you do not submit an appeal, you will have your studies automatically terminated in accordance with Senate Regulations. Your full student record is taken into account in any review, including any instances of non-academic misconduct, during the Termination of Studies Cross-Faculty Board; however, in first instance, only your credits attained in a relevant number of semesters are taken into account.

For more information, please see:

https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/UGRegs2016-17updated%20March17.pdf

https://www.st-andrews.ac.uk/students/academic/intervention/termination-of-studies/

If the appeal is successful, the Dean will contact you with conditions for your return to studies. If you do not meet these conditions (e.g. you do not pass the specified amount of credits within the time period given by the Dean) your studies may be terminated again.

If your appeal is unsuccessful, you may have a further right of appeal to the Senate of the University. Appeals to Senate are admissible only on limited grounds and the process cannot be used to challenge matters of academic judgment. To make a Senate submission, you must complete and submit to the Senate Office a Stage 2 appeal form within 10 working days of the date stated on your termination letter. Late submissions may not be considered further by the University. For further information, see the University's Policy on Student Academic Appeals at https://www.st-andrews.ac.uk/students/rules/appeals/policy/

International students here at St Andrews on a Tier 4 visa should be aware that any terminations will be reported to the UKVI and their visa curtailed.

Contact:

Student Services, The ASC, 79 North Street Telephone: 01334 462020

Email: theasc@st-andrews.ac.uk

25. Marks, Grades and Degree Classification

Students should note the difference between marks and grades. A mark is awarded to an individual piece of work (e.g. an essay mark, or an exam mark). A grade is attached to an entire module, and represents the overall merit gained on that module.

Further details can be found on Classification, Grades and Marks at:

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

25.1 Classification

The Classification is the final result of a student's degree programme as calculated using the University's Classification Algorithm. It is normally determined by the module grades that form the input to the classification algorithm.

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). This ensures consistency, particularly if you are taking a joint degree. Full details of the University's Honours Classification algorithm can be found at: https://www.st-andrews.ac.uk/staff/teaching/examinations/honours/

25.2 Grades and the University Common Reporting Scale

The University uses a 20-point Common Reporting Scale for grades (i.e. a 20-point basic scale reported to one decimal point for final module grades). Details of the Common Reporting Scale can be found at: https://www.st-andrews.ac.uk/staff/teaching/examinations/scale/

25.3 Module Results Reporting Codes

The key module results reporting codes that you may see on your record card are:

P Grades 7.0 – 20.0

F Grades 4.0 – 6.9 Fail (right to reassessment)

F Grades 0 – 3.9 Fail (no right to reassessment)

0X Denotes a failure to complete module requirements: This grade should

be applied where a student has failed to complete the work of a module without good reason, and should be applied where a student does not register for, or does not attend, any

examination without good reason. The student is not entitled to a re-assessment opportunity for this module.

0D Deferred assessment: This grade should be applied if there is a good medical or personal reason for the inability to complete any part of the assessment requirements.

0Z Result undecided: the result may be unresolved due to mitigating circumstances, or for some other valid reason. This is a temporary code and will be changed to one of the other definitive codes on the list as soon as the matter is resolved

S Applies if a student`s module was affected by special circumstances. The grade should not be altered but reported with the annotation S (e.g. 6.0 S). Students with reported grades annotated S will be discussed at the Special Classification Board when their degree is classified. Modules with this annotation may be discounted in the calculation of the algorithm.

Note regarding the code 6.9F:

For sub-Honours modules, where there is a requirement to pass both the coursework element and the exam element in order to pass the module overall, the reporting code 6.9F is used to cap the grade when one of these elements has been failed. Should you see a code of 6.9F on your record, therefore, in the vast majority of cases this will signify that you failed to pass either the coursework, or the exam, element and not that you narrowly missed passing the module by 0.1 of a grade.

25.4 Marks and Criteria for Marking Bands

In Philosophy, we use a 20-point scale for marking individual pieces of work, as well as for reporting grades. When marking individual pieces of work, markers may use half- marks in addition to full integers (e.g. 13.5).

Students are reminded that at sub-Honours level they must pass (i.e. gain 7 or above) both assessment elements – coursework and exam – in order to pass the module overall. At Honours level there is no requirement for a student to pass a certain proportion of assessment in order to pass the module overall.

Note that a severe fail (of 3.9 or below) in either coursework or exam element will not by itself rule out the right to reassessment. Right to reassessment will only be lost if the overall grade for the module is below 3.9.

25.5 Marking Process and Moderation

For formal assessment (whether coursework or exams), work is first marked and given feedback by one member of staff, and then moderation of this marking is carried out by another member of staff. Moderation involves the second staff member reading a selected sample of the marked work and feedback from across the entire cohort, and discussing the overall standard of marks and quality of feedback with the marker(s). This process helps to

ensure that all staff are marking to the same standards, and that marking is consistent across a module that has several markers.

25.6. 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, through the appropriate process:

- **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)

- **A complaint** - 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). 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 Adviser, module coordinator or the appropriate Associate Dean) as soon as possible and normally prior to completing any assessment. If you base a subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

- Disciplinary cases may arise 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.

Using the Right Procedure.

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself. What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, a decision about progression, or termination of studies), then you must use the Appeals procedure. The permissible grounds for submitting an appeal are clearly detailed therein. If you are dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic judgment or decision is not one of the outcomes from the Complaints procedure used alone.

Further guidance and support

The Students' Association provides independent and confidential help and advice for students who are contemplating submitting an academic appeal, complaint or are having discipline proceedings taken against them. The Students' Association employs Iain Cupples, the Student Advocate (Education), whose job it is to ensure that you receive help with writing and submitting a submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.

Contact

Iain Cupples
Student Advocate (Education)
https://www.yourunion.net/helphub/education/services/educationadvocate/

26. Staff - Student Consultation and Contact

Feedback about our courses and programme is always encouraged:

(a) informally and individually to lecturers and tutors, to the Sub-Honours Coordinator or to the Director of Teaching;

(b) through the Philosophy School President and class representatives at meetings of the Staff-Student Consultative Committee (see below);

(c) by module questionnaires.

The Philosophy Department's Staff-Student Consultative Committee exists to consider matters concerning the academic welfare of students in the departments. The Committee meets at least once a semester. Its student members are comprised of: two students elected from 1000-level Philosophy modules, two students elected from 2000- level Philosophy modules, four from Honours modules, two Postgraduates and one student elected from the Evening Degree programme. Details of elections to the committee will be announced by the committee's convenor during the first few weeks of the semester.

If you wish to be nominated for election to the committee, please contact the Philosophy School President in the first instance.

All staff teaching in each semester will also attend the SSCC.

The dates of the meeting of the Staff-Student Consultative Committee are as follows:

Semester 1

Tbc

Semester 2

Tbc

27. Deans' List

This is an annual award for academic excellence, promoted by the Deans of the University. Undergraduate and Postgraduate Taught 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. The rules

will be adapted for part-time students, who must achieve the minimum credit-weighted mean of 16.5 in the pro-rata equivalent of 120 credits over the course of an academic year. Full details of all the criteria and conditions for the Deans' List are available at https://www.st-andrews.ac.uk/students/academic/awards/universityprizes/deanslist/

30. Progression to the SASP MLitt/MPhil

To progress to the MLitt or MPhil you must follow the normal application process. This involves two references, a writing sample, and a transcript of your grades.

31. Philosophy Seminars and Events

The St Andrews Philosophy Club meets several times each semester, usually on Wednesday afternoons, for papers by visiting speakers. The full programme for 2019-20 can be found on-line at:

http://www.st-andrews.ac.uk/philosophy/dept/phclub/

The Department of Philosophy at Stirling holds its visiting speaker seminars on Thursday afternoons. The full programme for 2019-20 can be found on-line at:

http://www.stir.ac.uk/arts-humanities/news-and-events/

St Andrews also has a weekly seminar run by and for the research students, meeting Friday afternoons, to which everyone is welcome. Full details, including a sign-up for seminars, can be found on-line at:

https://sites.google.com/site/standrewsfridayseminar/

Arché runs a variety of informal seminars and discussion groups. The latest Arché seminar /events programme can be found on-line at:

https://www.st-andrews.ac.uk/arche/

Information about the Centre for Ethics, Philosophy and Public Affairs (CEPPA) and its conferences and workshops can be found at:

https://ceppa.wp.st-andrews.ac.uk

There are additional philosophy events of interest to postgraduate students, such as conferences, reading parties and special lectures featuring visiting and internal speakers. You are warmly encouraged to attend any of these events.

32. A Very Short Guide to Constructive and Respectful Discussions in Philosophy (by the Society for Women and Minorities in Philosophy).

Tutorials and seminars are meant to promote constructive philosophical discussion. It is important when sharing views and arguments that you respect your peers by acknowledging their contributions, allowing everyone an opportunity to contribute and show respect over sensitive topics. Here are some things to keep in mind:

I. Respect

1. Be nice.

2. Don't be incredulous, roll your eyes, make faces, laugh at a participant, or start side conversations.

3. Don't present objections as flat dismissals (leave open the possibility that there's a response).

4. Don't speak over others, especially toward the beginning of an exchange (there's more room for back and forth with interruption later, but it's always good to let people get their point out first).

5. It's good to acknowledge your interlocutor's insights as well as those of previous contributors.

II. Constructiveness

1. Objections are fine, but it's also always OK to build on a speaker's project. Even objections can often be cast in a constructive way, and even destructive objections can often be usefully accompanied by a positive insight suggested by the objection.

2. If you find yourself thinking that the project is worth less and there is nothing to be learned from it, think twice before asking your question.

3. There's no need to keep pressing the same objection (individually or collectively).

4. Do ask questions about other discussants' ideas or arguments. Ask to clarify if you do not comprehend everything, or ask how they would respond to a certain counter- argument.

5. Do think of the best possible ways to defend your interlocutor's position, even if their defense is not sufficiently strong enough in your estimation.

III. Inclusiveness

1. Don't dominate the discussion.

2. Try not to let your question (or your answer) run on forever. Raise one question per question (follow-ups developing a line of thought are OK, but questions on separate

topics can wait).

3. It's OK to ask a question that you think may be unsophisticated or uninformed.

4. Don't use unnecessarily offensive examples.

It is worth remembering that that there can be reasonable disagreement on the guidelines, and that violating them doesn't automatically make you a bad person. If you have any thoughts on this, want to report something, or if you just need to talk to someone, you're always welcome to contact the Society for Women and Minorities in Philosophy: swmphil@st-andrews.ac.uk

33. Appendix: Mark Descriptors.

See: p.38 of:

https://www.st-andrews.ac.uk/philosophy/docs/1920/undergraduate.pdf